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ABSTRACT

The social studies curriculum activities presented in this guide were developed as one component of a total career education demonstration project for Appalachian Maryland, and are intended for use as supplements to the total middle or junior high school curriculum. Introductory material lists career education concepts and outlines career and occupational development objectives. The body of the guide consists of the following six social science units: anthropology/psychology, geography, history, political science (government), economics, and sociology. Each unit relates career education activities to one or more concepts within the specific subject area. Career education activities are identified according to type of activity (e.g., research, puzzle, map, game, survey, class discussion, field trip). Materials required for games and puzzles are included. (SH)

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Career Education in Appalachian Maryland

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CE 012 376

INVESTIGATION AND DECISION MAKING

SOCIAL SCIENCES

MIDDLE OR
JUNIOR HIGH SCHOOL
SUPPLEMENTAL ACTIVITIES

The supplemental curriculum activities developed under this demonstration project make up one component of a total Career Education Demonstration Project for Appalachian Maryland.

Although the infusion of this material into curriculum areas is felt to be most important, we are not suggesting that these materials be used as texts. This material, when used supplementally, should add greatly to our total education curriculum.

In his position paper, "An Introduction to Career Education", Kenneth B. Hoyt, Associate Commissioner for Career Education at the United States Office of Education, stated "If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

"There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

"Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society."

I feel that the material developed by this very competent and industrious task force does provide alternate learning strategies for students. I have seen many of these activities tried enthusiastically by teachers and received in the same manner by students.

Certainly, we do not feel that this material should remain in this form forever. I suggest to the educators who choose to use these activities that they change, critique, and create far beyond what they find printed here.

James W. Wilson

James W. Wilson, Director
Career Education Project

TRI-COUNTY CAREER EDUCATION TASK FORCE

Allegany, Garrett, and Washington Counties

Career Education Concepts

1. Careers are interdependent and should benefit society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. Attitudes and personality factors have an effect on work, performance, and success.
5. Work has dignity and is worthwhile.
6. All work involves the production of either goods or services.
7. Most kinds of work require some skill or training.
8. People should contribute their particular talents and capabilities to the world of work.
9. People should adapt to technological and sociological changes which create or eliminate work.
10. Environmental and cultural factors determine the kinds of work available.
11. People's work affects their way of life.

SUMMARY OF

CAREER AND OCCUPATIONAL DEVELOPMENT OBJECTIVES

I. Prepare for making career decisions

- A. Know own characteristics relevant to career decisions
- B. Know the characteristics and requirements of different careers and occupations
- C. Relate own personal characteristics to occupational requirements
- D. Plan for career development or change

II. Improve career and occupational capabilities

III. Possess skills that are generally useful in the world of work

- A. Have generally useful numerical skills
- B. Have generally useful communication skills
- C. Have generally useful manual-perceptual skills
- D. Have generally useful information-processing and decision-making skills
- E. Have generally useful interpersonal skills
- F. Have employment-seeking skills

IV. Practice effective work habits

- A. Assume responsibility for own behavior
- B. Plan work
- C. Use initiative and ingenuity to fulfill responsibilities
- D. Adapt to varied conditions
- E. Maintain good health and grooming

V. Have positive attitudes toward work

- A. Recognize the bases of various attitudes toward work
- B. Hold competence and excellence in high regard
- C. Seek personal fulfillment through own achievements
- D. Value work in terms of societal goals

Taken from: National Assessment of Educational Progress, 1971; J. Stanley Ahmann, Staff Director and James A. Hazlett, Administrative Director

THE SOCIAL SCIENCES

The Social Sciences include:

ANTHROPOLOGY - PSYCHOLOGY

GEOGRAPHY

~~HISTORY~~

POLITICAL SCIENCE (GOVERNMENT)

ECONOMICS

SOCIOLOGY

A Social Scientist plays a vital role in man's understanding of and appreciation for his society. Social scientists are interested in people, places and events.

THE SOCIAL SCIENCES

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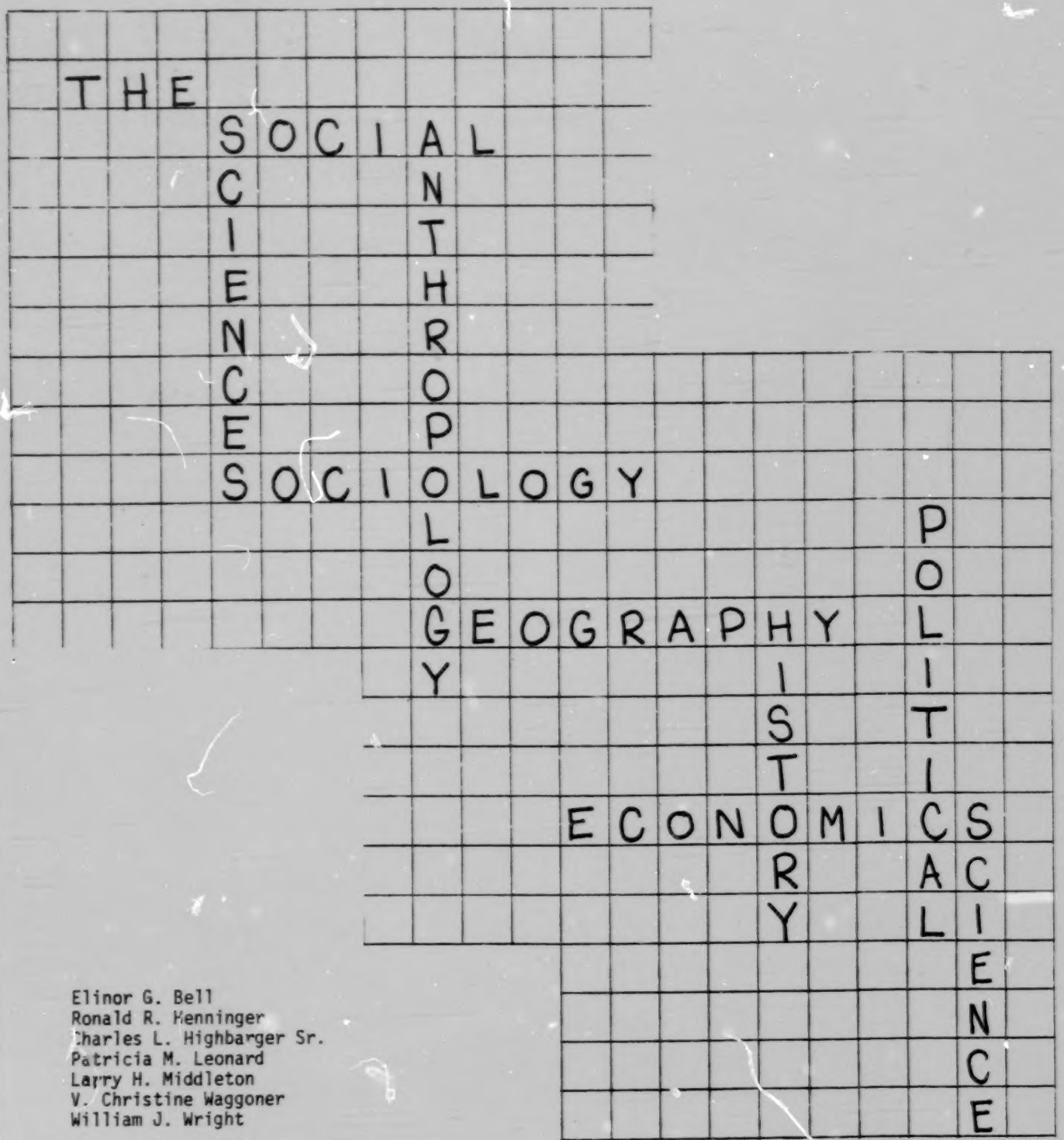

Elinor G. Bell
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Rationale for Middle School Social Science Curriculum

The Thrust of the Content Within Conceptual Approach to the Social Sciences: Career Awareness and Exploration.

Under the umbrella of the career education concept, every student receives, basically, the same educational menu. Besides learning how to read, write, and compute, the career education student studies history, languages, and the physical and social sciences.

Parallel to these experiences he explores the world of work through a wide spectrum of occupational clusters. He is involved in the awareness of hundreds of job classifications in each and their relationship to each other as well as to himself and his fellow members of society.

In the middle grades the student examines more closely those clusters in which he exhibits the most interest.

In teaching the social sciences our purpose is "to enlarge, intensify, and clarify man's quest for understanding of the concepts of man as a social being."

Most important, "the social sciences seek to clarify the values which make him human, which make him a rational but compassionate being, determined to quell savagery and bend his impulses to the use of human beings."

Man is in search of a world that will afford him opportunities to be responsible. In accepting responsible actions he accepts in effect, responsibilities toward his peers in an endeavor to conserve the human and non-human environment.

What then is the legacy of the social scientist? Relevance to life and living, relevance to the arts of investigation which are the nucleus of the life of the social scientist.

"The social scientist respects those who gave him the data with which he begins." Thus he places great value on the past. Exhibiting respect for the work of others "is the base for valuing work and the men and women who accomplish it. We value men, and the dignity of man. So too the social scientist. So too, the teacher. So too, eventually, the child now become man."*

*Quotations from Principles and Practices in the Teaching of the Social Sciences-Concepts and Values.

New York: Harcourt Brace Jovanovich, Inc.., 1970, pp. T-9, T-10.

Career Education Within the Social Studies Will:

1. Enable the student to explore career opportunities within the Social Studies.
2. Provide guidance for students to make tentative choices in career development.
3. Expose students to the needed requirements for the various careers incorporated within the Social Studies.
4. Establish practical relationships with those outside the school who provide a crucial role in guiding students towards career choices.

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Basic Concepts:

1. There are variations among people of the earth due to physical and cultural inheritance.

2. Fulfillment of human needs and desires affects the individual personality.

3. The individual is affected by the cultural values of the group.

UNIT: Anthropology

CONCEPT: The individual is affected by the cultural values of the group.

Career Education Activity	Activity Evaluation/Comments
LEARNING CENTER - Create a learning display center. Use pictures of people in the four caste systems of India. These pictures should show the occupations of people in each caste system. [Highest Caste System-Brahmans (priests, teachers)]	
GAME - Given this scrambled list of occupations have students ask three adults to rank them according to this question: Which of these would you most want to be if you could change your occupation or become involved in an occupation?	

Priest
Teacher
Army Officer
Political Leader (Governor, Senator)
Day laborer
Streetcleaner
Businessman
Store-owner
Craftsman (carpenter, plumber, mechanic)
Garbageman
Farmer
House servant

UNIT: Anthropology

CONCEPT: The individual is affected by the cultural values of the group.

Career Education Activity	Activity Evaluation/Comments
DISCUSSION - Assemble several pieces of art from different cultures. Discuss the following: How does the artist help preserve man's history and culture? How does he help the anthropologist? How many occupations can you list that help the anthropologist study a culture? GAME - Design a word scramble game identifying the various occupations of people who live in other societies. (e.g. farming, fishing, firemen, policemen, office workers, electronics, drama, literary writers, culinary arts, dance) RESEARCH - Have students make a survey to ascertain the number of different occupations in the neighborhood and compare it with those of one other society. Design a chart to show similarities and differences in occupations. FILMSTRIP - Design a filmstrip (pictures and commentary)that will encompass the different occupations of a particular culture. How many different occupations are involved in the making of a filmstrip? Assign students these occupations and allow them to work together toward a finished sound filmstrip. (e.g. photographer, developer writer, announcer) GAME - Dial-a-Trait (Game) Purpose: To discover how the three main racial stocks and nine main geographical races differ in their physical and cultural traits Materials: 1. Make a large cardboard disc and fasten firmly to the bulletin board so that the children may spin the arrow. 2. Make cards listing physical and cultural traits. 3. Make a circle. Divide into 12 sections. Each section will represent either a physical and/or cultural trait. 4. Names of the traits can be lettered on the board. 5. Students select a card from the pocket.	

UNIT: Anthropology

CONCEPT: The individual is affected by the cultural values of the group.

Career Education Activity	Activity Evaluation/Comments
GAME - cont'd 6. Read the description and then "dial" the correct "racial stock" or "geographical race". *7. The same game can be designed using different kinds of jobs or careers engaged in by people of various nationalities and geographical locations. RESEARCH - Occupations Most Highly Valued Among Hindus Include the following ideas and rank in order of priority according to the system of the Hindus: a. Power jobs b. Handicrafts c. Skilled jobs Note: The caste system is a job system as well as a religious and social system.	

UNIT: Anthropology

CONCEPT: The individual is affected by the cultural values of the shows.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Think of several jobs that were an integral part of an early American culture and are now extinct. Trace their beginning to the peak of importance to abolishment. Include why the jobs were created, and why they are no longer in existence. RESEARCH - Organize students into research teams to investigate specific products of our culture. Ask the teams: a. Where will you find data for your investigation? b. How will you be sure what you see is accurate? c. Has the product always been a part of American culture? Why is it produced now? Has it changed? How? Do such changes have anything to do with changes in values? In what way? Suggested products for study: movies — books clothes — music food — tools houses — furniture cars Have pupils write for information about products: Consumer Research Organization Consumer Bureau, Washington D.C.	

UNIT: Anthropology

CONCEPT: There are variations among people of the earth due to physical and cultural inheritance.

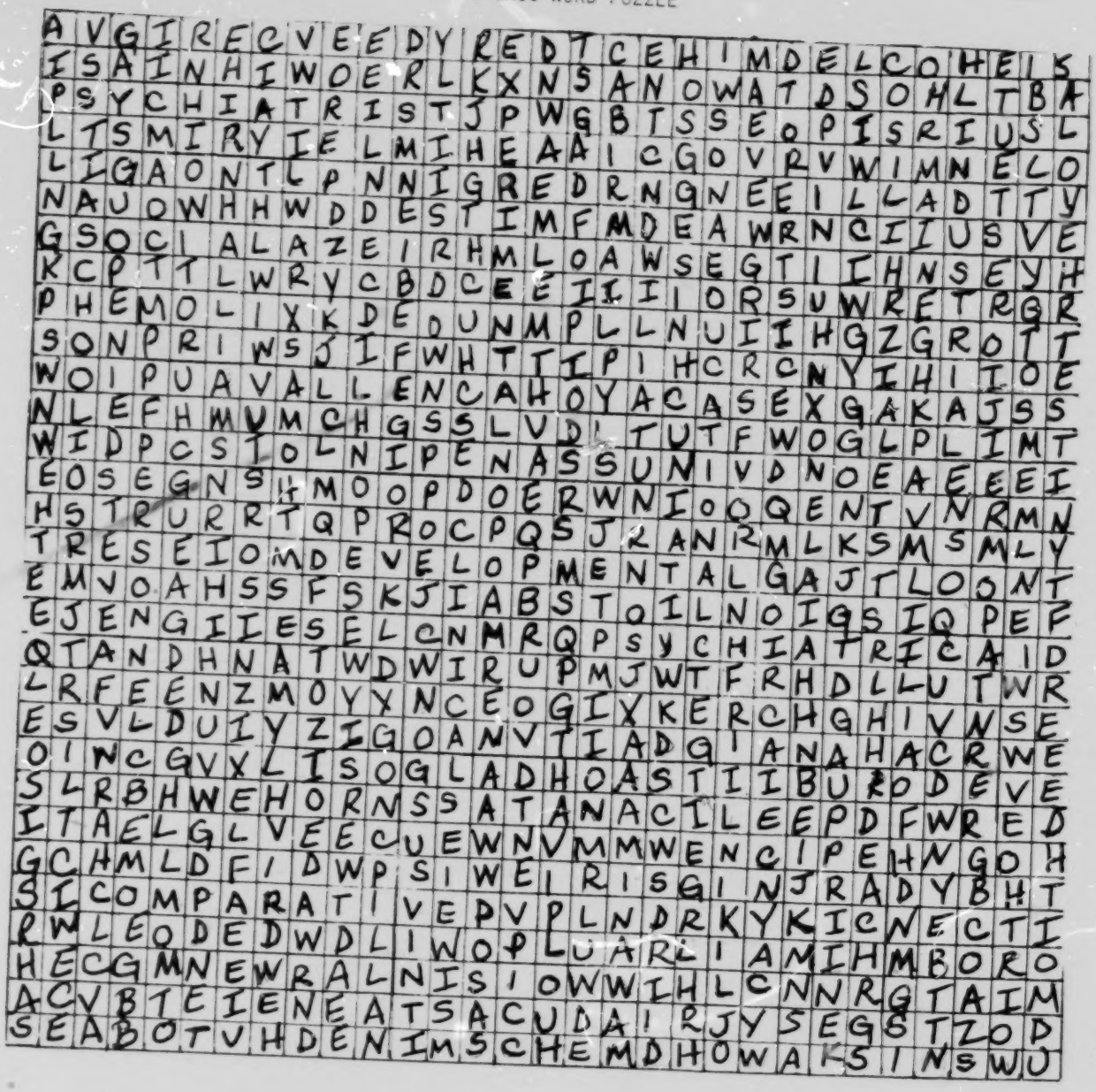
Career Education Activity	Activity Evaluation/Comments
RESEARCH - Have pupils investigate what Japanese goods are sold in your community. Check dime stores and toy departments for the examples of the types of goods for which Japan was noted before World War II. Visit appliance and department stores to find examples of Japan's new export products. Plan oral reports and set up exhibits. MAPS - Read about Japanese industries and industrial areas. Use the opaque projector to draw an outline map of Japan. Fill in the main industrial areas, and design your own legend. RESEARCH - Read and investigate the Japanese incentive program. Does a similar program exist in the United States? Compare and contrast the life styles of the Japanese industrial worker with American industrial worker. T.V. TALK SHOW - The purpose for having a T.V. talk show is to emphasize the availability of a multitude of jobs in the television industry. Children should research the industry and create positions for their talk show that would be necessary to produce a comparable show on national television. Suggested topic for T.V. Show - Compare the differences of basic careers in a Japanese community with your community. Be sure to select a Japanese community comparable in size to your own community.	

UNIT: **Anthropology**

CONCEPT: **There are variations among people of the earth due to physical and cultural inheritance.**

Career Education Activity	Activity Evaluation/Comments
RESEARCH - In many societies there are jobs particular to that culture. An example is Rwands. When Rwandans have problems they go to a man called a Diviner. In Moslem countries a Muezzin calls the people to prayer. Choose at least 3 societies and find jobs that are important only to those people. Does America have any careers that may not be found in other societies? Make a chart of your findings	
RESEARCH - After studying the Chinese-American, Mexican-American, Afro-American, and the American-Indian, make a list of occupations that are indicative of these sub-cultures. Can you think of any occupations restricted to certain religious groups. Show these various occupations in notebook, poster, or mural form. A mobile on each subculture would be very creative.	
TIMETABLE - Make a timeline to illustrate how a specific product of our culture has changed.	

PSYCHIC WORD PUZZLE



DIRECTIONS

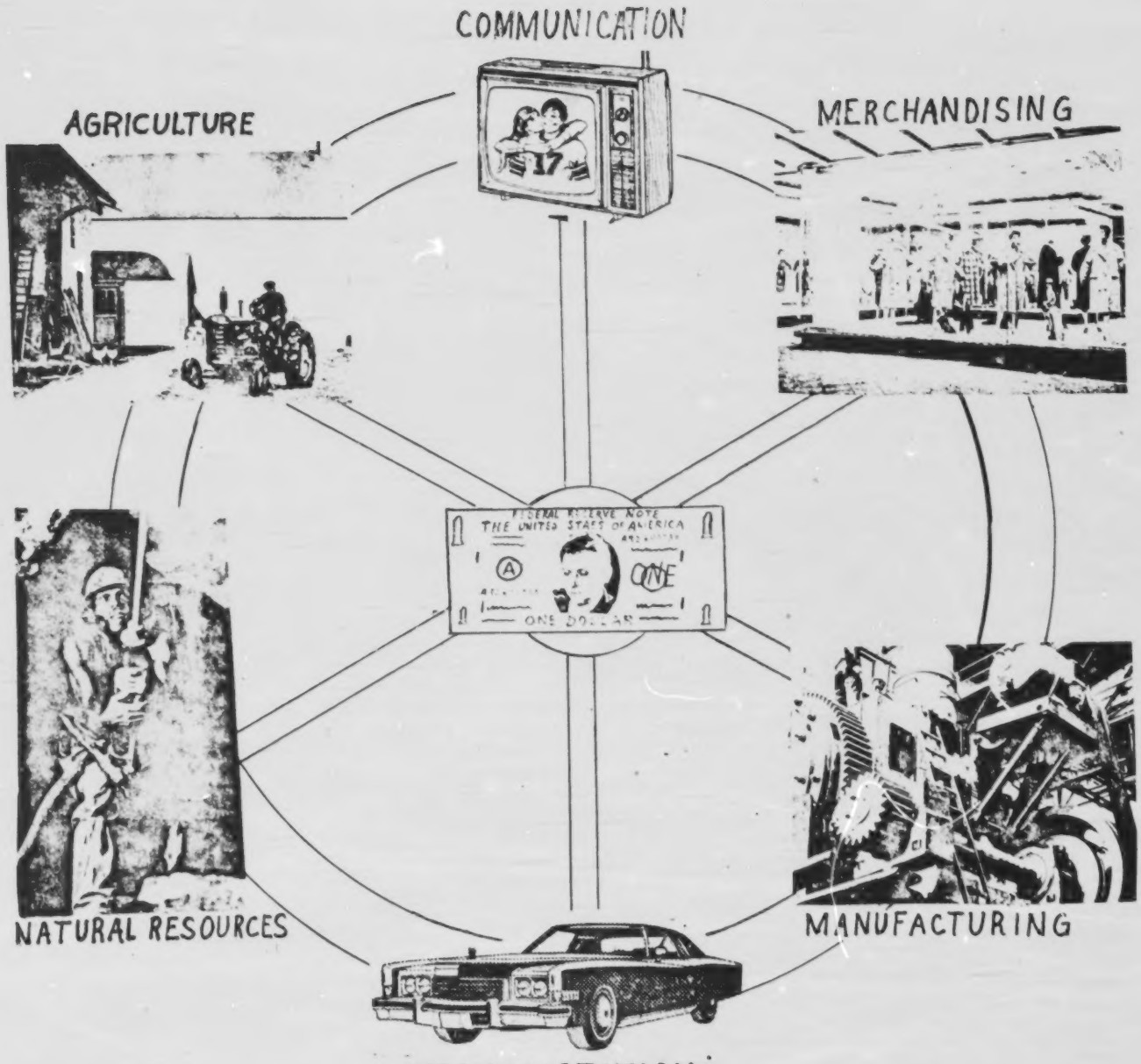
Within this puzzle there are several occupations listed in the field of Psychology. There are many different types of psychologists. Look for each listed and circle it as you find it on your puzzle.

Psychiatric aid
Psychiatrist
Clinical psychologist
Comparative psychologist
Counseling psychologist
Developmental psychologist
Educational psychologist
Engineering psychologist
Experimental psychologist
Industrial psychologist
School psychologist

UNIT: Psychology

CONCEPT: Fulfillment of human needs and desires affects the individual personality .

Career Education Activity	Activity Evaluation/Comments
WRITTEN WORK - Listen to the song "Five O'Clock World". How has the American value of work changed since the beginning of America. Does today's counter-culture value hard work? Ask your parents about the value of hard work in their lives. a. Chart the favorable and unfavorable results of hard work. b. Find examples of quotations or poems where hard work is valued. Refer to Bartlett's Book of Quotations. CLASS DISCUSSION - Name 5 reasons why work is important. Lead a class discussion on why people work. PUPPET SHOW - Define the following and give an example of each. a. Punctuality c. Initiative b. Cooperativeness d. Responsibility Plan a puppet play showing how each of the above is desirable in the world of work. ROLE PLAY - Mother or Father asks two children to do a specific chore. Child 1 refuses and child 2 agrees. Each child gives what they feel are legitimate reasons. Which child has the most desirable attitude toward work? PUZZLE - See attached sheet GAME - "Cooperation" from Today's Education - October 1969 p.11 SURVEY - Have students survey 2 or more of his neighbors about the work they do. Devise a list of questions for the student to ask that pertain to work, (except salary, which could present an embarrassing situation). Examples: What is the job title? What duties are involved? What education, skill or tarining is involved? What problems do you have? Do you like the job? Would you recommen this job to others? (add to this suggested list.)	


COMMUNICATION
AGRICULTURE
MERCHANDISING
NATURAL RESOURCES
MANUFACTURING
TRANSPORTATION

ECONOMICS

Concepts :

1. The values of individual members of a society affect the economic structure of that society.
2. The economic advantages afforded to an individual are influenced by the availability of natural resources within his society.
3. The interaction of political and social groups within a society affect its economic welfare.

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
FIELD TRIPS - A. Visit a modern farm in the local area. B. Visit a dairy to observe the processing of a farm product. C. Visit a nearby cannery or other food-processing plant. LIST AND DESCRIBE - From your knowledge of a farm, or as a result of reading, films,... make a list of equipment commonly used on a farm. Briefly describe the type of work done by each. This machinery is called capital. PANEL DISCUSSION - Invite a group of parents employed in different types of industry to visit the classroom and discuss their jobs, training experience, working conditions, benefits, and problems experienced. Provide a question and answer session in which students will have a chance to investigate the world of work. CAREER DAY(S) - Have a Career Day (or days), in which representatives from area factories visit the school to exhibit materials, or demonstrate what is produced by their company. Students will have the opportunity to visit company booths, view the displays, obtain brochures and discuss job possibilities with the representatives. Several days could be used for this event to provide time for students to visit displays without being rushed. Furthermore, companies unable to attend on one particular day, may be available at another time.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
MAP WORK - Make a map of your city or county showing the locations of principal industries. Students will need to do some research to find company addresses. (A telephone book will help.) LIST - Make a list of local industries and the product(s) manufactured. JOB APPLICATION - Develop a "standardized" job application and allow each student the opportunity to complete one. Discuss the meaning and purpose of each section of the application. ROLE PLAYING - Using the completed job application (in the above activity), create a role-playing situation in which the student seeking employment is interviewed by an employer. Perhaps a professional personnel director could be obtained to create a more authentic situation. GRAPH - Using vital statistics from the agencies fo the U.S. Government compare the percentage of workers employed in manufacturing (factory workers) in the United States to those employed in the same manner in another country (i.e. India, Russia, or Brazil). Check the per capita Gross National Product of each country to determine which country has a more efficient method of manufacturing. SURVEY - Using the Want Ads section of your local newspapers, make a survey of job openings in your area. To obtain a good cross-section of jobs conduct the survey one day a week for a month.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
SIMULATION - Simulate a mass production situation commonly found in today's industry, by following these steps. a. Divide the class into groups (as many as you want) and set up a mini assembly line for each. b. Each group will be responsible for "manufacturing" a product, such as paper airplanes, decorated lunch bags, painted rock paper weights, book covers, tissue paper flowers, school banners, paper woven place mats, or other small products that can be mass produced cheaply in an assembly line. c. Each student in the group will be responsible for only one phase of production. When he/she completes that operation, he/she passes it to the next student who works on another phase. d. A boss or supervisor will be needed in each group to oversee part or all of the manufacturing process. Also have a quality control person to make sure the work is accurately done. e. Students will not choose which jobs they will do, since such choices are rare in industry. f. As a control mechanism, the teacher may elect to have several students manufacture the same products in their entirety. Compare their rate of production with the groups mass producing the same products. g. As a variation, the students could rotate assembly line stations and perform a different phase(s) of production. Compare student interest/boredom both ways. h. As a further variation, have one student either slow down his/her work or stop all together, while the others work at the same pace. Observe the outcome to see what happens. It would be even more interesting if the others were not immediately aware of a slow-down or stoppage.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
SURVEY - The agricultural industry is highly dependent on the following careers. Survey the work involved in the following careers and establish the affect on agriculture and the economy if any of these jobs were abolished. a. Extension Service Workers b. Soil Scientists c. Soil Conservationists d. Agricultural Economists e. Agricultural Engineers f. Agronomists g. Animal Husbandmen h. Veterinarians i. Microbiologists j. Plant Scientists k. Entomologists l. Nutritionists INTERVIEW - a. Invite a representative from the local agricultural extension agency to set up a display, show films, pass out materials, ... dealing with careers in agriculture. An agricultural learning center could be created with his help. b. Invite a local farmer to come in and discuss the work he does, problems and future outlook.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments

MATCHING - Match the industrial categories (on the right) with the job titles found in these industries (listed on the left). Teachers may want students to briefly state the duties, requirements, ... of people holding these jobs.

DIRECTIONS - In what kind of industry would you find the following jobs? Research the job titles listed below to find what branch of industry each belongs. Match the type of industry (on the right) with the job titles (on the left).

Job Title	Type of Industry
____Assemblers	A Construction
____Announcers	B Clerical
____Bakers	C Sales
____Electricians	D Manufacturing
____Brakemen	E Transportation
____Typists	F Communication
____Pilots	
____Insurance Agents	
____Plumbers	
____Telephone linemen	
____Tool and die makers	
____Locomotive engineers	
____Bookkeepers	
____Machinists	
____Cement Masons	
____Broadcast Technicians	
____Sewing Machine Operators	
____Stewardesses	
____Secretaries	
____Machine tool operators	
____Salesmen	
____Carpenters	
____Telephone Operators	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
LIST - Analyze the advertising techniques used by business persons to sell their product. Below is a list of some of the techniques commonly seen on television. Using each as a heading make a list of TV commercials that are based on these particular methods: a. come-on or gimmick (example-free prizes inside cereal boxes) b. Bandwagon (Everyone is buying it.) c. Personal testimony d. Bright colors to play on the senses e. Sex appeal f. Plain folks SIMULATION - To illustrate the principle of competion, set up a simulated business situation in your classroom. Divide the class into groups of "business persons" all of whom will try to market the same product. One group, with teacher assistance, devises a means of selling his product (such as a free prize inside, double trading stamps, better quality, ...) The group then watches to see how their competitors will react. One basic point must be kept in mind, each business person is out to make a profit and therefore cannot give away to much. 1. Students can check newspapers and make charts on types of homes for sale and asking price for each. 2. Make cartoons showing a salesmen selling a home to a prospective buyer. 3. Role-play a person selling lots in an area. Note Salesmen will receive a commission on the amount of lots he will sell. 4. Real estate salesmen could speak to the class with a question and answer session to follow. 5. Obtain a newspaper from a major city and a small city. Compare differences in price on a similar home for sale in the small city and one for sale in a large city.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
SIMULATION - A. Set up a family budget for a family of 5. (The student may use his own household group). Use a figure of $500 per month income. Use the following items as expenditures. (a) rent (b) basic household bills such as electricity, oil, food and others (c) recreation (d) automobile expenses (e) clothing (f) contributions B. Would a second job for the father or an occupation for the mother be necessary for added income? What problems would arise because of this extra employment? C. Discuss the possibility of the father changing positions for more money. What problems would result? What problems would be eliminated?	

UNIT: Economics

CONCEPT: The economic advantages afforded an individual are influenced by the availability of natural resources within his society.

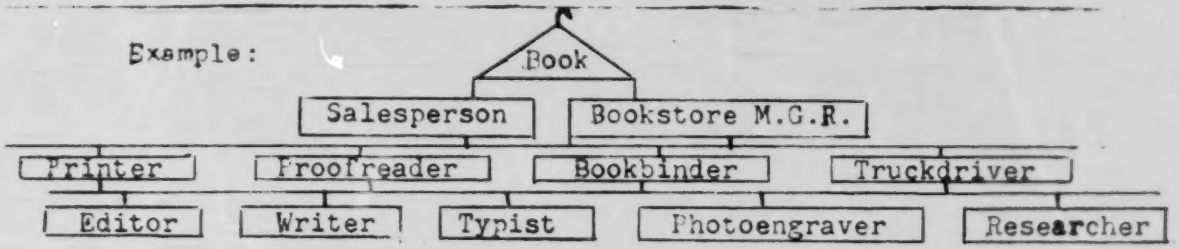
Career Education Activity	Activity Evaluation/Comments
CHART - Design a comparison chart to depict graphically the concept of the small farm system versus the large conglomerate system. BAR GRAPH - A. Design a bar graph to show a comparison of the cost of running a farm ten years ago with one of a comparable size farm today. Use these items as examples in making a comparison: a. livestock b. feed grain c. gasoline d. taxes e. farm equipment - tractors, combines, ... B. Discuss why these costs are rising and how it affects us. MAP ACTIVITY - Have students assume the role of a cartographer - divide class into working groups, using land use data available from local agricultural extension office, Planning and Zoning Commission, and others, draw a large land use map of your county or community.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments

PRODUCTS PYRAMID - Select one of the above business categories and make a pyramid to show what occupations are necessary to produce and distribute the commodity. Use this pyramid as an example:



BRAINSTORM - What would happen if one of the above people would withhold his services or would go out of business?

BUSINESS TREE - Purpose - to show the interdependence of businesses.

PROCEDURE - Select any type of business. Construct a tree with numerous branches. Make captions to designate which businesses would contribute to your business's operations. On the trunk of the tree write the type of business. Then hang the supporting businesses on the branches.

PLAYS - Create a series of short plays built around a central character who may be classified in one of the following ways: "miser," "spendthrift, " "wise shopper," "the sale nut," "the financially broke," the "keep up with the Jones' type,"... After each play, analyze the main character's relationship to the economic system. Examine the character's priorities, values and effect on the economy.

GAME - Play the hidden word game dealing with careers available in different segments of the economy. (see accompanying sheet)

SIMULATE - Set up a miniature capitalistic economy. See the accompanying sheet for one approach.

UNIT: Economics

CONCEPT: The economic advantages afforded an individual are influenced by the availability of natural resources within his society.

Career Education Activity	Activity Evaluation/Comments
COMPARE - Compare the costs of running a farm ten years ago with today. Use these items as examples in making a comparison: a. livestock b. feed grain c. gasoline d. taxes e. farm equipment-tractors, combines ... Then discuss wh, these costs are rising and how it affects us. CHART - Trace the flow of a typical farm product to the family table. ANALYZE - Prepare a list of various farm products and periodically check the prices of these to compare costs. Have the students try to determine what factors cause price fluctuation. CHART - Select a primary metal (copper, aluminum, steel,and others) and chart its uses in allied industries. RESEARCH - What would be the affect of running out of copper (or another important metal) in our economy? COMPARE - Make two charts comparing the number of employees in the coal mining industry today with that of 10 years ago. Also compare the production of coal 10 years ago with the production of coal today. What conclusion can you draw about employment in this industry? What factors are responsible for this trend? LIST - Compile a list of labor saving machines being used in modern mines. What affect does this have on the jobs of miners. FIELD TRIP - Visit a mining operation (such as Pennsylvania Sand-Glass Mining Company, coal strip mines, stone quarries, and others). Notice how the operation is done and the types of work being performed.	

UNIT: Economies

CONCEPT: The economic advantages afforded to an individual are influenced by the availability of natural resources within his society.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Have the students contrast the elements of the American economy (the profit motive, competition, private ownership of property, and freedom of enterprise) to that of a socialist system such as Russia. Develop an awareness of what these terms mean and what limits have been placed on each. Why is it important to have limits? What elements of the American economy affect the location of a business and type of jobs available? LIST - List various reasons why people shop where they do. (Examples: price, quality, and others) INTERVIEW - Interview people in four communities to discover what goods and services they want and need. The interview form should be divided into age groups, such as adolescence, young adults, mature adults, and senior citizens. List goods and services in separate columns. Then, working in small groups (perhaps by age classification) make a chart evaluating (or totaling) your responses. As examples: supply students with some lesser known priorities (such as reduced bus fare for senior citizens). Recommended usage for all or part of the three week, self-contained unit on environmental awareness and pollution found in "Career Education in the Environment," Chapter 3, U.S. Office of Education handbook produced by the Olympus Research Corporation. Teacher may use entire 15 day unit or parts to fit into any social studies course. Chapter 2 of this handbook covers environmental careers outlined as to the four main career clusters. Some are rather sophisticated or "exotic" and need extensive training. Check with your local state employment office as to job potential.	

UNIT: Economics

CONCEPT: The economic advantages afforded to an individual are influenced by the availability of natural resources within his society.

Career Education Activity	Activity Evaluation/Comments
SLIDE PRESENTATION - Have students make a slide presentation on how industries use natural resources. SIMULATION - (a) Students bought a tract of land that contained 250 acres. (b) This land contained heavily wooded area along a river. (c) The cleared land was approximately 100 acres. (d) A seam of coal was found under the wooded area. How would the students utilize this land and use the natural resources for best advantages? They are not to ruin the land for future use, and how many new jobs can they develop? RESEARCH - Find out the many ways a major river system is being used by people in that area. (a) recreation (b) industry (1) electricity (2) water consumption for human use (c) transportation (d) irrigation RESEARCH - A student may volunteer to make a report on laws concerning clean air and water. (1) dumping of garbage in our streams (2) pollution of the air by industry	

UNIT: Economics

CONCEPT: The interaction of political and social groups within a society affect its economic welfare.

Career Education Activity	Activity Evaluation/Comments

LIST - Make a list of as many kinds of repair persons (mechanics or service persons) as you can discover. You may wish to use a telephone directory for help.

MATCHING - Do the following people deal in a goods or services. Place a "G" in the space if he deals in producing goods , "S" if it is a service, "G" and "S" if both.

____Grocer
____TV repairman
____Auto mechanic
____Roofer
____Gas station attendant
____Barber
____Farmer
____Waitress
____Practical nurse
____Beautician
____Taxi driver
____Meat cutter
____Jeweler
____Truck driver
____Police officer
____Furniture upholsterer
____Paint dealer
____Home builder
____Salesman
____Appliance service person
____Janitor
____Auto salesperson

(An alternative to these words would be pictures of people doing these jobs.)
Note: Some of these can overlap. Discuss the reasons why this can happen.

UNIT: Economics

CONCEPT: The economic advantages afforded to an individual are influenced by the availability of natural resources within his society.

Career Education Activity	Activity Evaluation/Comments
GROUP RESEARCH - 1. Divide the class into four or five groups. Distribute identical raw materials to each of the groups. Examples of raw materials are: buttons, felt, construction paper, aluminum foil, pipe cleaners, yarn, wire, styrofoam, rope, burlap, beans, seeds, wood. 2. Ask each group to decide how to utilize the materials in making a product of their choice. Permit enough time for decision-making as well as for the actual production of the product. Be sure to give no additional directions so the groups will be encouraged to make their own decisions. 3. After the goods (products) are produced, each group should discuss the decision making process along with the actual decisions. Include questions such as : a. What did you decide to produce with your materials? b. Why did you choose to produce that specific item? c. How was the work divided in your group ? d. What human resources were available to your group? e. Who decided who did what job? f. Who decided what to produce? g. As a group, are you satisfied with the way the decisions were made? Why or why not? h. If you could repeat the activity, what changes would you make in the decisions and in the way decisions were made? 4. Hold an exhibit of new products. Reference The Social Sciences, Section 3, "Making Economic Decisions" page 215.	

VOCABULARY LIST

These words could be used in conjunction with exercises in filling out applications or in spelling, vocabulary, grammar and penmanship exercises.

accident
agreement
applicant
application
apply
avocation
benefits
bonus
capacity
career
citizen
citizenship
civic
communication
compensation
concerns (firms)
construction
consumer
corporation
craft
credit union
criticism
deduction
demand
demotion
department
dependants
depreciation
design
discharge
discretion
dismissal
distribution
draft status
duties
economic
economical
economy
education
emergency
employee
employer
employment
enlistment
enterprise
excise tax
exemptions
expenses
expensive
experience
exports
factory
finances
fraternal
graduated
grant
gripe
grief
hobbies
income tax
immediate
importance
import
incorporated
industrious
industry
injury
insurance
interest (finance)
interests
investigate
investment
job opportunity
liability
maiden name
manager
management
manufacture
marital status
marketing
maximum
membership
memorandum
military experience
minimum
notary public
notify
personal
personnel
physical defects
physical examination
previous experience
profession
professional
promotion
recreation
reference
relatives
residence
salary (gross, net)
shop steward
signature
social
Social Security (FICA)
supervisor
surcharge
technical
temporary
termination
transfer
transportation
undersigned
union
vice - (prefix)
vocation
wages
welfare
withholding
witnessed

UNIT: Economics

CONCEPT: The economic advantages afforded to an individual are influenced by the availability of natural resources within his society.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - The various inventions made in the transportation field. In your research discover the following: a. the events leading up to the invention b. the time or approximate time of the invention c. the key people involved d. how each new invention revolutionized the industry (including favorable and unfavorable aspects) e. the current and projected role of the invention in the industry SURVEY - Survey a major transportation industry, such as air or rail transportation. Discover the following information: a. job categories b. necessary training c. duties of each category OBSERVATION - Observe a freight train, paying attention to the types of cars being used and their markings. From your observation , list as many commodities being transported as you can. MAP - Make a map citing rail, air and major highway routes through your locality. Indicate the locations of freight terminals for motor truck and railroad lines and passenger terminals for bus, train and airline companies. RESEARCH - Ask pupils to think of a product like a candy bar or cereal. Have students try to guess and then list what natural resources are used to make this product. After researching the product, pupils can complete any of the following activities to advertise their product: 1. Written or oral reports 2. Bulletin boards 3. Posters, charts 4. Learning centers 5. Exhibits 6. Transparencies 7. Tape recordings 8. Cartoons	

UNIT: Ecnonmics

CONCEPT: The interaction of political and social groups within a society affect its economic welfare.

Career Education Activity	Activity Evaluation/Comments
BULLETIN BOARD - Make a bulletin board of materials on financial problems in the U.S. today. RESEARCH - Locate articles in which the following vocabulary words appear. arbitration, automation, closed shop, collective bargaining, boom, panic, scab, conciliation, fact-finding, featherbedding, kickback, depression, prosperity, strike, mediation, open shop, picketing, rank and file, trust, retroactive pay, wildcat strike RESEARCH - Make some comparison reports on labor leaders. (a) A.F. of L. and C.I.O. (b) Electrical (c) Teamster (d) Coal Miners (e) Automobile	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
Survey one or more of the following: a. Survey the people in your community to discover where (through which media) they obtain information about the following types of commodities: groceries and food products cosmetics and toiletries automobiles appliances recreation and entertainment b. Survey the people in your community to discover where (through which media) they obtain facts about the following types of information: local and national news politics weather sports civic events c. Survey the people in your community to discover the approximate amounts of leisure time they spend using the various types of mass media. GROUP WORK - Working in small groups have students prepare advertisements for a product illustrating how the presentations would vary from one form of media to another. BULLETIN BOARD: - Devise one or more bulletin boards illustrating the various careers involved with the operation of a radio or TV station, or publishing company (newspaper, magazine, book). FIELD TRIP - Visit a radio station or newspaper office to observe the types of work being done. COMPARE - Compare the advantages and disadvantages of the various media in presenting a message (commercial or informational) to the general public.	

MASTER PUZZLE

P	U	R	C	H	A	S	I	N	G	A	G	E	N	T	I	M	B	E	E	S	A	L	E	C	M
U	O	A	U	D	C	B	A	C	T	R	E	S	S	I	W	A	I	M	O	A	P	C	C	A	E
K	V	T	S	A	C	T	O	L	L	S	D	I	A	P	A	Y	R	O	L	L	D	O	W	S	A
R	E	E	T	N	O	Y	N	Q	E	O	T	T	B	S	G	E	E	C	O	A	B	M	H	H	S
A	R	P	O	C	U	P	C	U	D	S	I	N	C	D	E	X	T	N	N	R	O	P	O	I	U
M	T	I	M	E	N	E	L	A	R	Y	M	I	L	R	A	P	A	I	M	Y	T	U	L	E	R
P	I	L	E	R	T	I	E	L	I	D	A	A	I	I	D	E	I	C	A	A	A	T	E	R	E
O	M	O	R	T	A	X	R	I	V	M	L	P	N	Y	L	N	L	H	N	O	N	E	S	Y	M
L	E	T	D	P	N	E	K	T	E	W	A	I	T	E	R	S	E	E	A	G	I	R	A	G	E
I	N	V	E	N	T	O	R	Y	R	Y	L	L	E	R	O	E	Y	F	G	D	S	D	L	O	N
C	N	N	I	I	N	V	E	N	T	O	R	Y	R	R	B	I	N	V	E	S	T	M	E	N	T
E	E	T	A	O	M	M	C	O	M	P	U	T	E	R	C	O	O	K	R	O	O	F	E	R	I
E	G	W	A	C	A	R	P	E	N	T	E	R	S	L	I	T	H	O	G	R	A	P	H	E	R
B	A	R	B	E	R	D	I	S	C	O	U	N	T	L	N	A	I	C	I	R	T	C	E	L	E

UNIT: Economics

CONCEPT: What job hunting is like

Career Education Activity	Activity Evaluation/Comments
1. Invite a small group (even 1 or 2) of high school students who have jobs or have worked, to speak to your class. A. Go over methods they used to find employment. B. What was their work like? C. Rate of pay and working conditions. 2. After finishing the presentation, have your students investigate: A. Where to find a job, What do you want to do? B. How to organize your best feature to present to an employer: (1.) Dress and manners and others (2.) Attitude and application 3. Those who want to, can now seek a job and report back.	

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
REPORTS - Students can use reference books to research about Ralph Nader. Reports can be written telling about the "consumer revolution."	

UNIT: Economics

CONCEPT: The interaction of political and social groups within a society affect its economic welfare.

Career Education Activity	Activity Evaluation/Comments

CHART - Make charts showing how various common products move through the various stages of production and distribution (from raw material to consumer).

PANTOMIME - Have students act out various jobs involved with the distribution of products or that offer services to the community. (Have students specify which category.)

LIST - Using a telephone book, make a list of local businesses involved with the distribution of the following products. (Use as many as desired.)

- Air conditioning equipment
- Automobiles
- Building materials
- Candy
- Carpets
- Concrete products
- Farm equipment
- Flowers
- Furniture
- Lumber
- Office furniture and equipment
- Paint
- Pizza
- Shoes

LIST - As an alternative to number 5, make a list of businesses dealing with the following services:

- Auto repairing
- Banking
- Barbers
- Financing
- Insurance
- Janitor service
- Laundry service
- Pest control
- Real estate
- Taxi service

DISCUSS OR LIST - The jobs found in the above businesses.

SIMULATION GAME - Set up miniature working economies comparing the capitalistic system to the socialistic system. See the accompanying sheet for one approach.

Interest Center Activity

Purchasing agent
salesman
customer
driver
lithographer
botanist
carpenter
electrician
accountant
manager
clerk
waiter
roofer
actress
dancer
cook
pilot
chef
barber
police
rate
expense
measurement
wage
salary
overtime
payroll
tips
tax
retail
wholesale
discount
interest
markup
inventory
income
tolls
computer
cost
estimates
investment

Directions: Find the words on this list on the master puzzle and circle each word. The words may be spelled from left to right, right to left, top to bottom, bottom to top, diagonal, etc.

UNIT: Economics

CONCEPT: The values of individual members of a society affect the economic structure of that society.

Career Education Activity	Activity Evaluation/Comments
Complete Acrostic Puzzles These puzzles are based on a secret word. When correct answers are supplied, the first letter of the answers spell a word. Encourage students to consult maps and reference books to search for answers. See attached sheet. Have pupils construct Acrostic puzzles.	

ACROSTIC PUZZLE

O__ __ __	A person who studies the ocean
C__ __ __ __ __ __	A product used to make another product
C__ __ __ __ __ __ __ __ __ __ __ __	Mapmakers
U__ __ __ __	Having to do with cities
P__ __ __ __ __ __	Something produced
A__ __ __ __ __ __ __ __ __ __ __ __	An anthropologist who studies early cultures by digging for remains of tools, ore, buildings
T__ __ __ __ __ __ __ __ __ __	A specialist in the technical details of a subject or occupation
I__ __ __ __ __ __ __	Manufacturing
O__ __ __ __ __ __ __	A collector of birds' eggs
N__ __ __ __ __ __ __ __	A person specializing in study of plants or animals
S__ __ __ __ __ __	A skill or special ability sold to consumers as a product

---

Teacher Key!

O	Oceanographer
C	Capital
C	Cartographers
U	Urban
P	Product
A	Archaeologist
T	Technician
I	Industry
O	Oologist
N	Naturalist
S	Service

Secret Word - Occupations

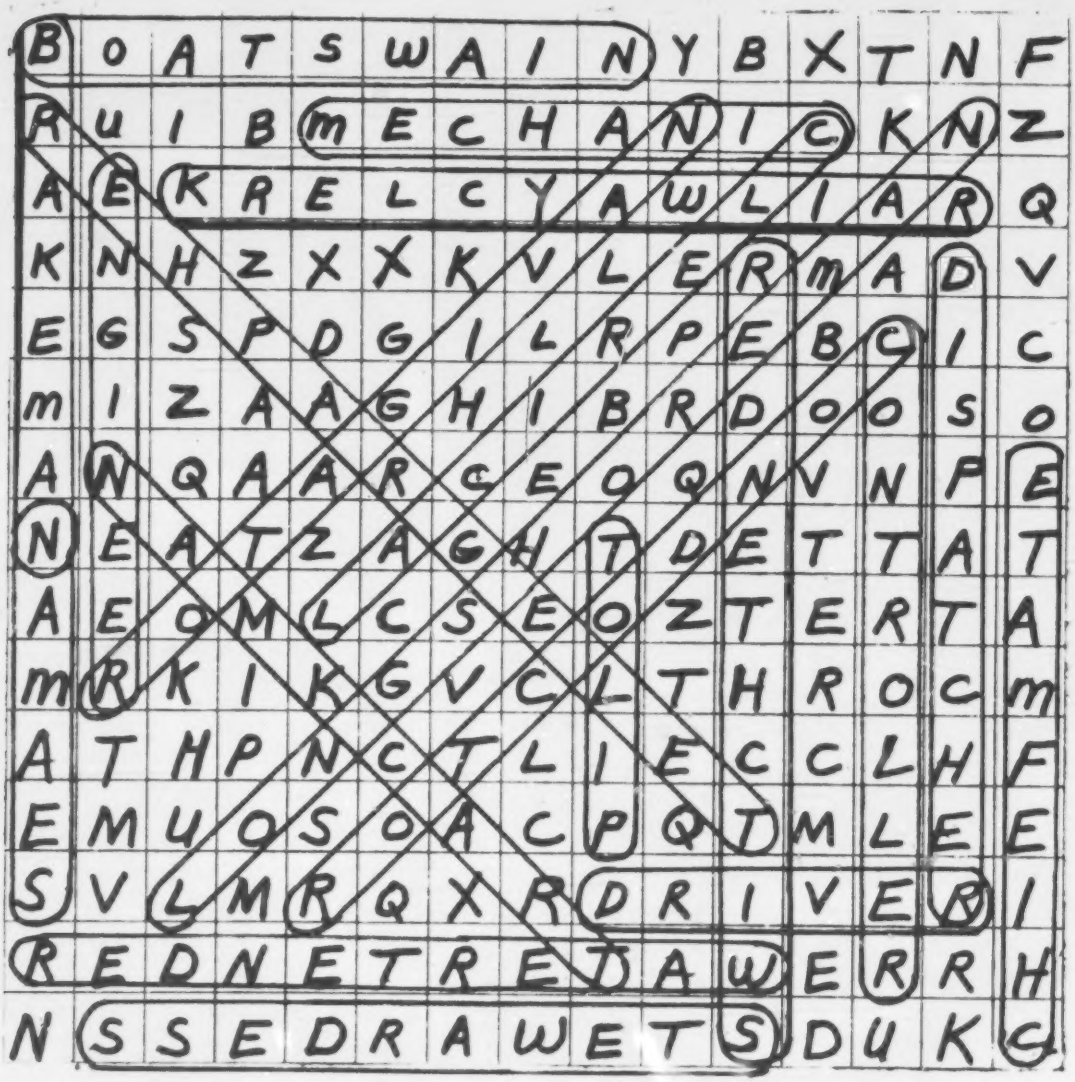
TRANSPORTATION

In the following pattern there are the names of 20 careers commonly found in the transportation industry. See how many you can find.

B	O	A	T	S	W	A	I	N	Y	B	X	T	N	F
R	U	I	B	M	E	C	H	A	N	I	C	K	N	Z
A	E	K	R	E	L	C	Y	A	W	L	I	A	R	Q
K	N	H	Z	X	X	K	V	L	E	R	M	A	D	V
E	G	S	P	D	G	I	L	R	P	E	B	C	I	C
M	I	Z	A	A	G	H	I	B	R	D	O	O	S	O
A	N	Q	A	A	R	C	E	O	Q	N	V	N	P	E
N	E	A	T	Z	A	G	H	T	D	E	T	T	A	T
A	E	O	M	L	C	S	E	O	Z	T	E	R	T	A
M	R	K	I	K	G	V	C	L	T	H	R	O	C	M
A	T	H	P	N	C	T	L	I	E	C	C	L	H	F
E	M	U	O	S	O	A	C	P	Q	T	M	L	E	E
S	V	L	M	R	Q	X	R	D	R	I	V	E	R	I
R	E	D	N	E	T	R	E	T	A	W	E	R	R	H
N	S	S	E	D	R	A	W	E	T	S	D	U	K	C

TRANSPORTATION

In the following pattern there are the names of 20 careers commonly found in the transportation industry. See how many you can find.


B O A T S W A I N Y B X T N F
R U I B M E C H A N I C K N Z
A E K R E L C Y A W L I A R Q
K N H Z X X K V L E R M A D V
E G S P D G I L R P E B C I C
M I Z A A G H I B R D O O S O
A W Q A A R C E O Q N V N F E
N E A T Z A G H T D E T T A T
A E O M L C S E O Z T E R T A
M R K I K G V C L T H R O C M
A T H P N C T L I E C C L H F
E M U O S O A C P Q T M L E E
S V L M R Q X R D R I V E R I
R E D N E T R E D A W E R R H
N S S E D R A W E T S D U K C

Answers:

boatswain
brakeman
chief mate
clerical
conductor
controller
(air traffic)
dispatcher
driver
engineer
longshoreman
mechanic
navigator
pilot
railway clerk
seaman
stewardess
switchtender
telegrapher
trackman
watertender

GEOGRAPHY

GEOGRAPHY

Concepts:

1. Geographic features of the earth will have an impact on man's cultural patterns and values.
2. As man endeavors to master his environment, man must seek to understand it; therefore, it is necessary to explore the earth - it's life - land, air, sea, and the distribution of plants and animals including man and his industries.
3. The interdependence of peoples of the world provides avenues to establish the acquisition of necessary resources.
4. Man's cultural patterns are influenced by his interaction with his environment.
5. Man adapts to his environment by organizing into political divisions for the purpose of utilizing his natural resources.
6. Man alters his environment through the use of it's natural resources.
7. A society affects all of the environment that it inhabits.
8. Man's way of living is affected by his environment.

UNIT: Geography

CONCEPT: Geographic features of the earth will have an important impact on man's cultural patterns and values.

Career Education Activity	Activity Evaluation/Comments
ROLE PLAY - MAP SKILLS - Assume the role of a cartographer and design a Mercator projection map to depict very densely populated areas, settled areas, and uninhabited areas, or areas of very light population. Develop a color key to correlate with your map. MAP SKILLS - Assuming the role of a cartographer, students should design a population map of Europe. Develop a color key or legend to indicate the following divisions of populated areas: a. Very sparse b. Sparse c. Dense d. Very dense MAP SKILLS - ACTIVITY - This lesson is designed to formulate concepts based on the following map skills: use of direction, symbols, scale, contours, latitude, and longitude. Activity: Have students use outline maps of a particular geographical area or country. Illustrate the use of these skills by using media to construct either flat or two-dimensional maps. ROLE PLAY - ART - You are an explorer. Select a country of your choice to explore. Assemble a crew and cross the Atlantic Ocean. Prior to leaving design a boat made of woven reeds or one of a similar material's . Set goals for your expedition. What are you trying to prove? On your return plan a documentary about your expedition. CLASSIFICATION - Design a worksheet on physical aspects of the environment. Place these headings on the worksheet: Scenic Wonders, Natural Resources, Technology, Recreation Have students prepare a list of physical features and classify them into the proper categories. What jobs would be related to these physical features of the environment?	

UNIT: **Geography**

CONCEPT: Geographic features of the earth will have a vital impact on man's cultural patterns and values.

Career Education Activity	Activity Evaluation/Comments
MAPS - Assuming the role of a cartographer, use an outline map of Europe, have students develop a moisture map-include the following regions. a. Very wet b. Moist with mild, rainy winters c. Moist with snowy winters d. Dry in summer e. Dry all year * Develop a color key or legend.	
MAP - Have students assume the role of a cartographer. Using an outline map of Africa Europe, and Asia place sandcasting replicas of fossils of early men found in each of these continents. Suggestion: Use the bas-relief method as dimension to the map.	
ROLE PLAY - You are an archaeologist. Select a site in either Europe, Asia, or Africa. Keep a diary of your expedition. Include such ideas as: a. Specific location b. Description of physical features of area c. Climatic conditions d. Tools needed for expedition e. Obstacles met f. Type of clothing worn by you and companions g. Food h. Inhabitants (if any) i. Conclusions drawn from expedition	
LEARNING CENTERS - Design a learning center showing businesses in a country. Make another center depicting businesses that may exist in a socialistic country. How do theydiffer? Do similiar occupations exist in both systems?	

UNIT: Geography

CONCEPT: Geographic features of the earth will have a vital impact on man's cultural patterns and values.

Career Education Activity	Activity Evaluation/Comments
LANGUAGE ARTS AND VISUAL ARTS - Select a filmstrip depicting geographic features of the world. Students should make a list of physical features in each frame (i.e. mountains, hills, valleys, plateaus, lakes, rivers and other land and water forms.)	

UNIT: Geography

CONCEPT: Man alters his environment through the use of his natural resources.

Career Education Activity	Activity Evaluation/Comments
ART AND RESEARCH - Assume the role of an artist and archaeologist. Prepare some data from articles on the following items: Stone, hatchet, pottery, coins, clay tablets, woven shawls. Have students take on the job of reproducing some of these artifacts. Plan a display center with these and include data on each.	

UNIT: Geography

CONCEPT: The interdependence of peoples of the world provides avenues to establish the acquisition of necessary resources.

Career Education Activity	Activity Evaluation/Comments
MAP SKILLS - Have the students construct a map showing agricultural areas or industrial areas. 1. Explore occupations in these areas. 2. Have the students use a topographical map in conjunction with an economic distribution map to correlate products with physical features, transportation with physical features. Discuss occupations in cartology and others. DISCUSSION - Have the students discuss various means of transportation in the Middle East. Why is there a need for major means of transportation? What physical features exist that makes trade possible? Discuss occupations in Transportation: Barges, Oil Tankers, Dredge Operators, and others. Discuss the Oil Business of the Mid-East. Why is this important to the U.S. as well as to the Mid-East? Explore oil drilling operations, transporting oil, stockpiling, refining, and other related operations. CHART - Design a chart to show examples of all things that come from the earth and things that man has made. Prepare a display of materials to represent each of these categories. Indicate localities for each product or item - a map of the chosen area may be helpful.	

UNIT: Geography

CONCEPT: The interdependence of peoples of the world provides avenues to establish the acquisition of necessary resources.

Career Education Activity	Activity Evaluation/Comments
CHART - Make a "picture chart" of various means of transportation around the world. How is this likely to change in the future? Why is transportation in its various forms? LIST - Have the students make a list of the ways transportation benefits them each day. Are these occupations necessary? What would happen if there were no transportation? FIELD TRIP- Visit a Trainyard, Loading Dock, Dairy Distributor, and other related locations. SURVEY - Have the students count the number of vehicles on a major highway in any given time. How does this reflect the economy of the community?	

UNIT: Geography

CONCEPT: The physical features of the earth have an impact on the cultural patterns and values of men.

Career Education Activity	Activity Evaluation/Comments
EXPERIENCE CHART - Develop a chart showing occupations in these three areas of agri-business (a) Actual farming (farmer, animal husbandry, dairy, poultry) (b) Machinery (sales, maintainence, design) (c) Administrative (extension service, government representative, inspector) Using the chart above, show how those people change or help to change the environment to meet the needs of themselves and/or others. Using the three sub-divisions above, show how each interacts with the other, as well as the interdependence of each.	

UNIT: Geography

CONCEPT: Man's cultural patterns are influenced by his interaction with his environment.

Career Education Activity	Activity Evaluation/Comments
DISCUSSION - Discuss what kinds of work go into the writing of a geography textbook. For example: historians, scientists, political scientists, theologians, and others.	
ART - Assign students the role of a graphic artist and draw men working in various trades found in the community. (Mural)	
COLLAGE - Have students design a collage of pictures showing man in different jobs but related to the environment.	
ART - Paper Mache' Masks - Assume the role of a sculptor and design paper mache skulls that will represent various species of prehistoric man. (i.e. Neanderthal, Peking, Austrolopithecus, Cro-Magnon, and Java)	
MODEL - Assume the role of an artisan and design a replica of Oldurai Gorge in Africa. *Use the bas-relief technique to show the physical terrain of this geographic region. Add some manlike creatures to enhance the realistic design of this area.	
DISCUSSION - Request pupils to make a list of cultural features on the earth by man. Students should discuss these features in order to ascertain how these features would be used by a geographer.	
ART (DRAWING AND PAINTING)- Pictures are a pictorial representation of people, places or things. Have students design a painting to depict one aspect of geography. (i.e. physical, political, cultural, economical or historical in a selected geographical region)	

UNIT: Geography

CONCEPT: Man's way of living is affected by his environment.

Career Education Activity	Activity Evaluation/Comments
MODELS - Have pupils design a model or diorama of the homes of the society they are studying. Try to develop respect for the manner in which the people have learned to adapt to their environment. Also stress the types of jobs involved in constructing the homes. ROLE PLAY- Students can assume the roles of newspaper reporters and members of a family from another culture. Conduct "taped" interviews and write newspaper articles about findings. NOTEBOOKS - Complete notebooks about a culture. Include reports and pictures about food and clothing, size and composition of the family, work roles and occupations of the family, communication and transportation. VISUAL ART - Have students collect pictures of geographical, physical, cultural, historical and political content. (preferably color). List reasons why the photographer took these pictures. Answer questions - Why is it necessary for people to view and interpret pictures? Assign students the task of writing a brief interpretation of two different pictures. INTERVIEW - Pupils can interview community merchants and industries to find what raw materials are obtained from other countries or the places where they sell their finished products. Reports or discussions can be given about the different jobs involved in the production of these products.	

UNIT: Geography

CONCEPT: A society affects all of the environment that it inhabits.

Career Education Activity	Activity Evaluation/Comments
ROLE PLAY - Divide class into groups. Have each student assume the role of one of the types of geographers. TELEVISION TALK SHOW - Formulate a television talk show using the job responsibilities of these persons as the theme for the show. Visuals may be used to enhance the quality and content of the show. Note: types of geographers a. Political b. Cultural c. Economic d. Physical e. Historical	

UNIT: Geography

CONCEPT: A society affects all of the environment that it inhabits.

Career Education Activity	Activity Evaluation/Comments
DESCRIPTIVE WRITING - Students should locate (2) two pictures -one of a rural area and one of an urban area. Write a descriptive paragraph about each one - point out similarities and differences in content such as geographic location, people (if any), geographic features, buildings, clothing, and any other distinguishing features.	

UNIT: Geography

CONCEPT: As man endeavors to be master of his environment, man must seek to understand it; therefore, it is necessary to explore the earth - it's life, land, air, sea and the distribution of plants and animals including man and his environment.

Career Education Activity	Activity Evaluation/Comments
ART - Have students design a collage depicting various physical, cultural and historical aspects of the earth's environment. Display these visuals in a large viewing area. GLOBE ACTIVITIES - Divide students into groups - Place a globe in the vicinity of each group. Have students complete the following activities based on a particular country or state. 1. Locate all densely populated countries nearest the equator. 2. List all major water forms on the earth. 3 Locate countries in both latitudes that are comparable in size (area in square miles). 4. Assume the role of a demographer - select all the states in the United States that are located in a specific geographic region (North, South, East or West) and prepare some statistical data on the population of this region. CHART AND GRAPH - Have students design a comparison Chart or Bar Graph to illustrate similarities and differences in population structure of each area.	

UNIT: Geography

CONCEPT: As a master of his environment, man must seek to understand it; therefore, it is necessary to explore the earth-it's life- land, air, sea, and the distribution of plants and animals including man and his industries.

Career Education Activity	Activity Evaluation/Comments
POSTER - Design a poster showing the various occupations that require a high degree of geographical mobility, knowledge of more than one language, special knowledge of some specific field. ROLE PLAY - Assume the role of a service agent in a particular country. Plan an activity that would involve a native population. The agent's job would be to convince the people that crop rotation is a good practice.	

UNIT: Geography

CONCEPT: The interdependence of peoples of the world provides avenues to establish the acquisition of necessary resources.

Career Education Activity	Activity Evaluation/Comments
CHART - Have students make a chart showing a comparison mileage of railroads and highways in the United States, India, and China. RESOURCE PERSON - Secure the services of a highway engineer to talk to the class about materials used in construction. This person can present figures on cost and number of employees used to complete this construction. RESEARCH - Have students prepare and present data on China and India's methods of constructing transportation facilities. List the many types of materials used in construction of highways.	

WAR and PEACE

Divide the students into groups; approximately 6 to a group. Each group will be assigned, at random, a country. Each group will elect a president, premier or king. The king will choose 2 diplomats. Any remaining persons will be advisors, or citizens.

Each country has a fixed military strength, fixed financial status, fixed surplus (or shortage) of agricultural products. These are listed below.

To begin the game, point out to the class that Noobiland has taken, by force, from Sladnee, that parcel of land below the dotted line. Sladnee wants to go to war but needs allies from other countries. The diplomats from these two countries go out to bargain for other countries help. Any kind of promise can be made-or broken. Allow 10 minutes for bargaining. At the end of this time, ask each country whose side they are on. The total amount of military strength dictates who won the "war". The winning combination gains control over the losing combination. Neutrality is permitted.

All of a conquered country's resources are dispersed to the winning combination in whatever way was agreed by the diplomats.

In the majority of times, someone is unhappy with the outcome of the war. Let them bargain with other countries again. This should be done 2 or 3 times.

Tanswa
Noobiland
Clipwaa
Barrow
Sladnee
Ednin

	Financial	Agriculture	Population
Noobiland Military Strength Army | Navy 300 | 20 Total 320	13,000 zappers	16 units	43,000
Sladnee Military Strength Army | Navy 150 | 150 Total 300	20,000 zappers	23 units (high surplus)	16,000
Ednin Military Strength Army | Navy 250 | 60 Total 310	64,000 zappers	-3 units (shortage)	13,000
Barrow Military Strength Army | Navy 150 | 170 Total 320 (poor, but strong)	6,000 zappers	7 units	4,000
Clipwaa Military Strength Army | Navy 160 | 145 Total 305	14,000 zappers	15 units	15,000
Tanswa Island Military Strength Army | Navy 60 | 300 Total 360 (strong but isolated)	12,000 zappers	0 units	14,000

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UNIT: Geography

CONCEPT: The interdependence of peoples of the world provides avenues to establish the acquisition of necessary resources.

Career Education Activity	Activity Evaluation/Comments

GAME - East and West

Divide the class into halves. One-half will represent Eastern countries; one-half will represent Eastern Countries. The Eastern countries have products that the West needs, the West has technology, financial aid, and others that the East needs.

Have each group choose a delegate to "bargain" with the other group. Every 5 minutes, delegates will return to their home country to have agreements ratified or rejected.

Eastern Country		Western Country	
Needs	Surplus	Needs	Surplus
$6 billion-financial aid	Oil-unlimited	Oil-4 billion gal.	Military Equipment Unlimited(?)
1000 Airplanes	Cotton-3,000 tons	Foods (dates)	Oil Tankers (leased)
10,000 Guns	Dates-6,000 tons	Cloth 24,000 cubic yards	60,000 tons of wheat
400 Tanks	Cloth-14,000 cubic yards		Cotton 10,000 tons
100 Oil Tankers			Financial Aid $4 billion
30,000 tons of wheat.			

UNIT: Geography

CONCEPT: Man alters his environment through the use of its natural resources.

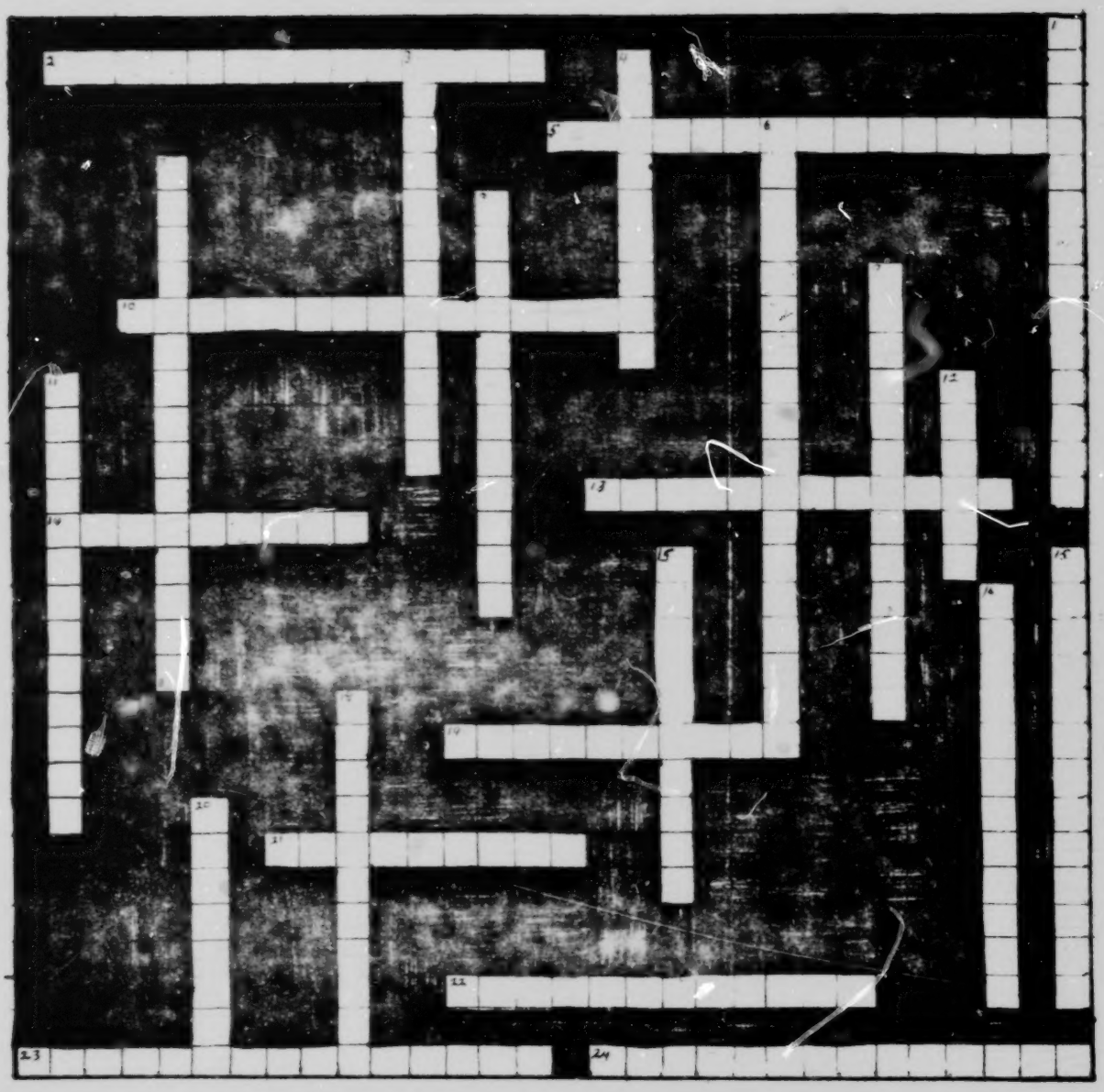
Career Education Activity	Activity Evaluation/Comments
MAP SKILLS - Suggest an outline map of your county or city be used for this or project a transparency overlay with coordinated job center overlap. Locate job centers by trade, skill, or business in your county or map. Color code can be used for identificationby industry. An example would be blue for all transportation industries, green for food processing and distribution, and others. How does land contour, elevation, soils, and others affect that industry? Invite personnel officials in to go over opportunities in their industry after map is completed.	

UNIT: Geography

CONCEPT: A society affects all of the environment that it inhabits.

Career Education Activity	Activity Evaluation/Comments
ROLE PLAY - China set up many thousand communities occupied by one half billion people. These communities were called Communes. Approximately 5,000 families lived in a commune and these places were similar to a huge work camp. Communes were set up in the United States on a smaller scale. Assume the role of a researcher and locate both types and show the similarities and differences of the two. (type of work, living conditions, and compensation)	

CAREERS IN GEOGRAPHY



CAREERS IN GEOGRAPHY

(Crossword Puzzle)

Down

1. uses aerial photographs to study geographical land forms.
3. studies geographical features of the earth utilizing principles of physics.
4. studies composition, structure, and history of the earth's crust
6. concerns himself with the physical aspects of the geographical features of the earth
7. usually the leader of the foreign policy of a country
8. studies the effects of glaciation on the earth's crust
9. studies strata and sedimentation of the earth's crust
11. studies geographical aspects of the ocean's floor
12. trouble shooter in a foreign embassy
15. studies nature and use of areas of the earth's surface
16. studies occurrence, origin and activity of volcanoes
17. studies the effects of earthquakes on the earth's crust
18. studies distribution of water over the earth's crust
20. surveys and measures the contour of the earth's crust

Across

2. studies fossilized remains of plants and animals in the earth's crust
5. studies the forces (erosion, glaciation, sedimentation) that cause change in the earth's crust.
10. those people who work with foreign relations for the government
13. examines, analyzes and classifies minerals, gems, and precious stones of the earth's crust
14. works in the area of transportaion to determine direction and course
19. a person sent from one country to another to be a leader of diplomatic relations between the two
21. a type of geophysicist who employs specialized engineering instruments to locate points on the earth for map making
22. a map maker
23. a member of the diplomatic corps who works on understanding and working with the cultural differences of a country
24. works on charting the earth's magnetic field

Word Key

ambassador
cartographer
consul
cultural attache'
diplomatic corps
foreign minister
geodesist
geographer
geologist
geomagnetician
geomorphologist
geophysicist
glaciology
hydrologist
minerologist
navigator
oceanographer
paleontologist
photogeologist
physical geographer
seismologist
stratigrapher
surveyor
surveyor
volcanologist

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CAREERS IN GEOGRAPHY
(Crossword Puzzle)

Answer Key

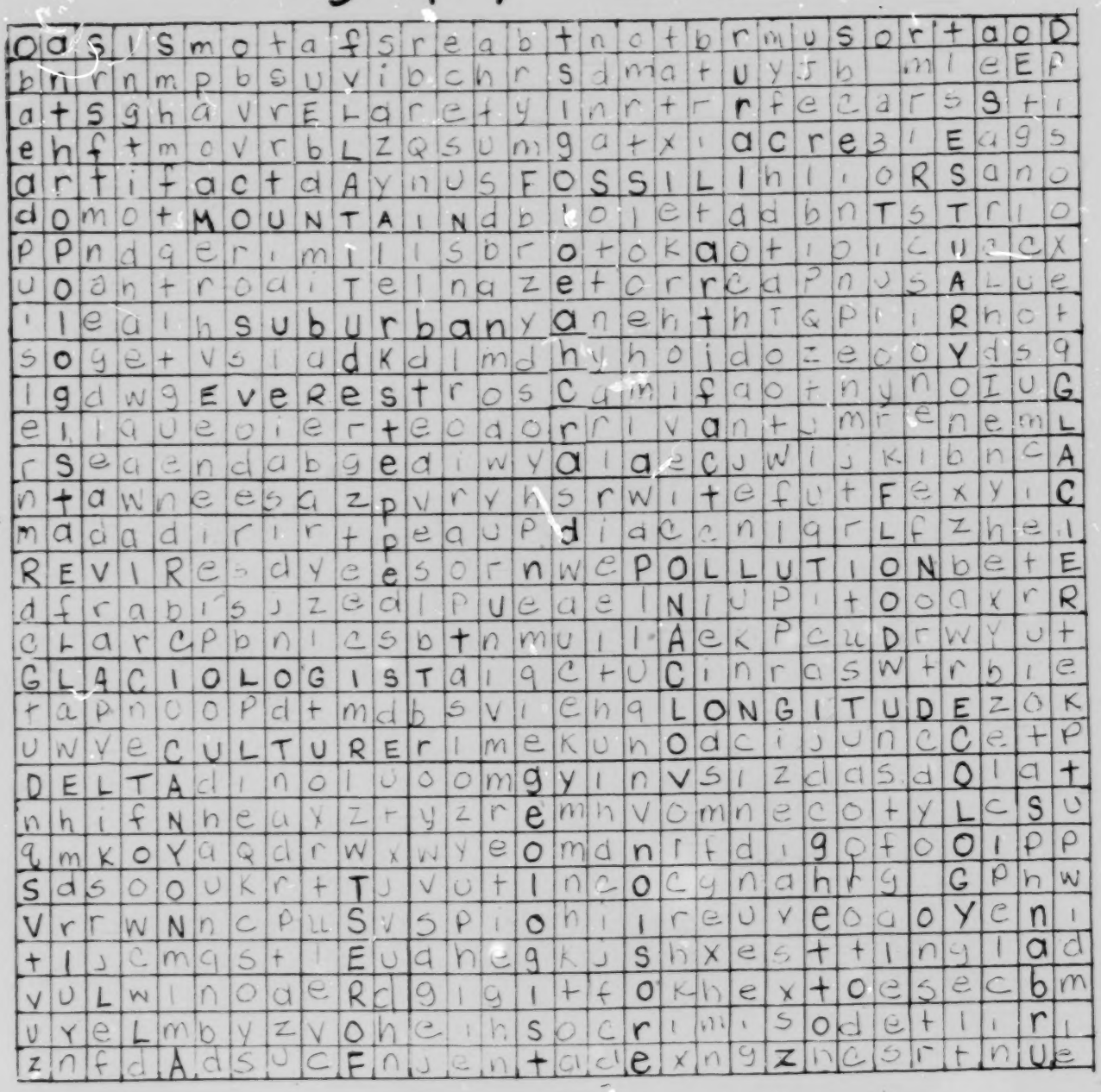
Down

1. photogeologist
3. geophysicist
4. geologist
6. physical geographer
7. foreign minister
8. glaciologist
9. stratigrapher
11. oceanographer
12 consul
15. geographer
16. volcanologist
17. seismologist
18. hydrologist
20. surveyor

Across

2. paleontologist
5. geomorphologist
10. diplomatic corps
13. minerologist
14. navigator
19. ambassador
21. geodesist
22. cartographer
23. cultural attache'
24. geomagnetician

Geography Matrix



Directions: There are 33 words related to geography in this matrix. The challenge: try to locate and draw a circle around each word.

GEOGRAPHY MATRIX

KEY

oasis

anthropologist

artifact

latitude

archaeologist

rural

desert

estuary

acre

fossil

mountain

suburban

Everest

steppe

longitude

pollution

glacier

tundra

glaciologist

culture

delta

canyon

villa

forest

geologist

volcano

ghetto

erosion

zoologist

urban

river

flood

ecology

SCRAMB-O

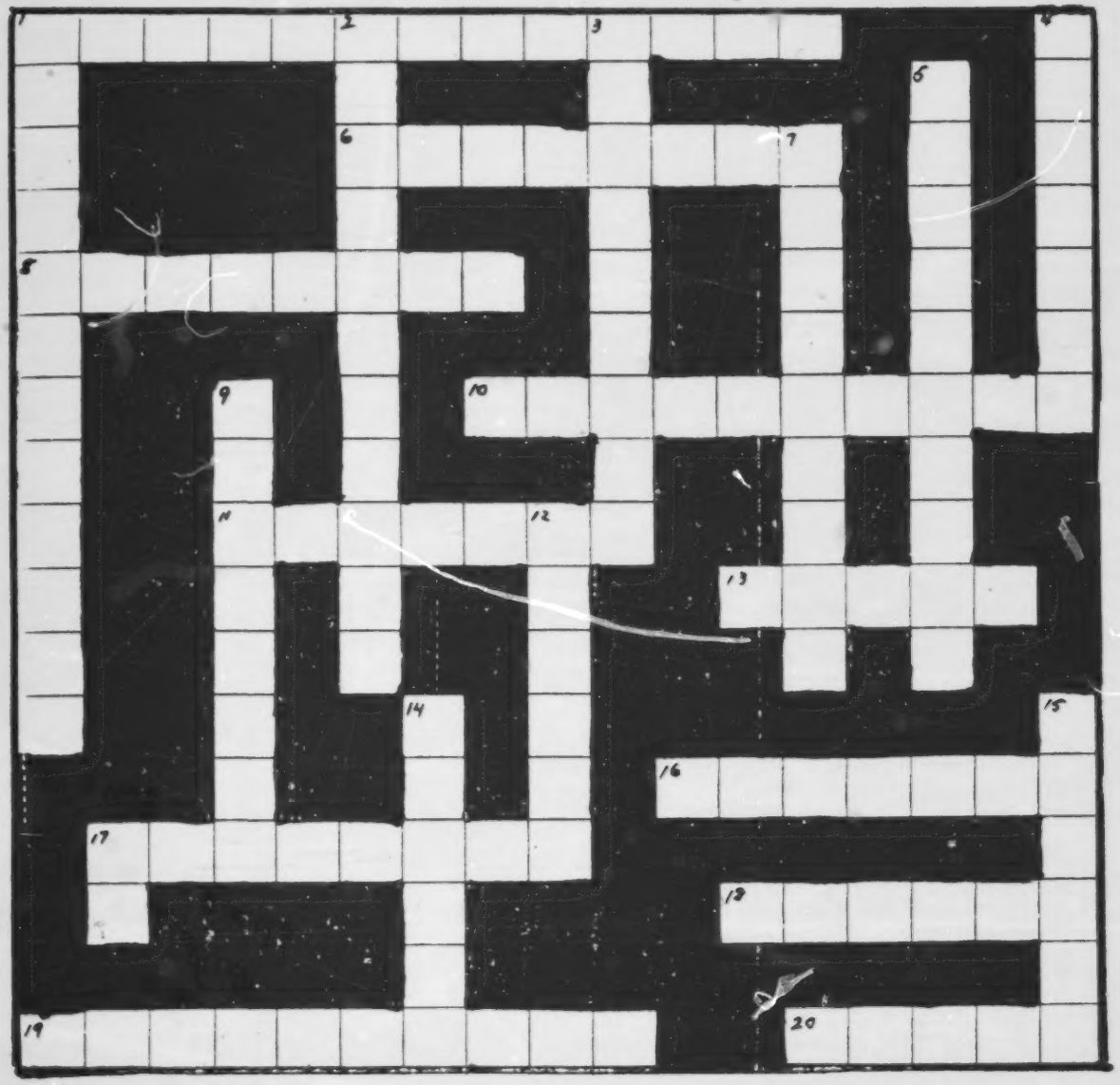
Directions - Unscramble the careers in the field of geography. Use column B for the correct spellings.

	A.	B.
1.	eologist	seismologist
2.	eronimlositg	volcanologist
3.	rgapheronaeoc	cartographer
4.	physiesictog	glaciologist
5.	esistoodg	hydrologist
6.	logistoiglac	geodesist
7.	logistdrolhy	oceanographer
8.	logistoncavol	photogeologist
9.	lostigmoseis	minerologist
10.	grapherocart	geologist
11.	phologistorgeom	geomorphologist
12.	geologisthotop	geophysicist
13.	grapiherrtast	demographer
14.	mograpdeerh	stratigrapher

SCRAMB-O
KEY

1. geologist
2. minerologist
3. oceanographer
4. geophysicist
5. geodesist
6. glaciologist
7. hydrologist
8. volcanologist
9. seismologist
10. cartographer
11. geomorphologist
12. photogeologist
13. stratigrapher
14. demographer

CAREERS IN COMMUNICATIONS: CROSSWORD PUZZLE



ACROSS

1. makes metal printing plates of illustrations
6. plans cable routes and structures
8. makes telephone connections
10. specializes in a technical field
11. engaged in a printing operation
13. a retailer
16. completes line connections
17. plans and supervises individual programs
18. operates a typewriter
19. prepares and analyzes financial reports
20. a theatrical performer

DOWN

1. takes pictures
2. does wiring
3. introduces programs, guest,etc.
4. installs telephone and electric lines
5. puts books together
7. fixes damaged equipment
9. gathers the news
12. heads a newspaper office
14. a painter
15. author
17. plays records (abbr.)

CAREERS IN COMMUNICATIONS: CROSSWORD PUZZLE

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CAREERS

PROFESSIONS

OCCUPATIONS

GOVERNMENT

OF THE PEOPLE
BY THE PEOPLE
SHALL NOT PERISH

CONCEPTS FOR CAREER STUDIES IN GOVERNMENT

1. The correlation between citizen responsibility and civic career opportunities will be explored.
2. The positive and favorable view of government careers, as opposed to the prejudicial and negative opinions that may already be formed, will be stressed.
3. Efforts to capitalize on community affairs which would be conducive to career development will be encouraged.

UNIT: Government

CONCEPT: The correlation between citizen responsibility and civi career opportunities will be explored.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Research various ways of gathering opinions. Select a nationally known public opinion gathering organization (such as the Lou Harris Poll or George Gallop Poll) and have the students research the following: a. The purposes and operation of the organization b. Career opportunities available (1) Job descriptions (2) Educational requirements (3) Salaries, and other related information SURVEY - Conduct a classroom survey of public opinion using the following procedure: a. Divide the class into numerous small groups. b. Give each a problem area or situation that relates to students.(It could be a situation in the class, school, community, that has aroused a variety of opinions-a localized controvery.) c. The group would then create an opinion poll consisting of various questions dealing with their problems. d. Following approval from the teacher, each group would administer the poll, making sure they interview a cross section of the students in the school. e. Finally, the group would gather and interpret their responses and report their finding to the class. DISCUSSION - What type of individual should be in law enforcement? Training needed? Why is the Statue of Justice blindfolded and holding scales? RESOURCE PERSON - Invite a lawyer (preferably in state legislature) to speak to class on problems of law enforcement and the legal profession. RESEARCH - Define Careers for women in law enforcement. INVESTIGATION - Use books, pamphlets, brochures to discover career training opportunities and benefits offered by the nation's armed forces. The data collected may be compiled into a notebook, or pictured on a chart or bulletin board.	

UNIT: Government

CONCEPT: The correlation between citizen responsibility and civic career opportunities will be explored.

Career Education Activity	Activity Evaluation/Comments
INTERVIEW - Invite a member of a local law enforcement agency to speak to the class about his training, duties, working conditions, and related information. FIELD TRIP - Arrange a visit to a local police headquarters or state police barracks. BULLETIN BOARD - Create a bulletin board emphasizing the training and duties of police officers and the equipment used. Photographs from police sources and the media may be used. FILMS - View films about law enforcement. ROLE PLAY - After researching the work of police officers, present the class with various situations commonly encountered by policemen and have students demonstrate how they would handle the case. LETTERWRITING - Write letters to obtain literature from the U.S. Printing Office, Washington, D.C. about the Department of Engraving (Treasury Department). Students will learn about the large work force and amount of materials used to print paper money. RESEARCH - Pupils can make a comparison between printing money today and that of the first government. ROLE PLAY - A role play situation can be used to present Alexander Hamilton's proposals to help finance the new government. FIELD TRIP - If a field trip can be arranged, students can be given a tour of the money printing department of the treasury in Washington, D.C. INTERVIEW - Invite a local recruiting officer to visit the class and display materials, show films on training facilities, educational opportunities, working conditions. A question and answer session may clear up student misunderstandings about military life. LIST - From various sources of information about the military, make a complete list of work done by members of the armed forces.	

UNIT: **Government**

CONCEPT: **The positive and favorable view of government careers, as opposed to the prejudicial and negative opinions that may already be formed, will be stressed.**

Career Education Activity	Activity Evaluation/Comments
CHART TRANSPARENCY - a. Discuss the chart or transparency "Open Your Eyes to Career Possibilities in Government." (Notice, it contains broad categories of employment and some individual careers within each. This is not a complete list of categories.) b. Divide the class into nine groups and assign each a category of government work. Write a report and present it to the class, mentioning the following: (1) Explain the nature of the jobs available. (2) Describe the type of work involved. (3) Education or training needed (4) Kind of personality needed (5) Can you see how any of these careers relate to each other? Explain? WORKSHEET - Complete the worksheet (based on the above activity) by having the students match the various careers listed on the right with the categories of employment, on the left. BULLETIN BOARD - Make a bulletin board using the ideas illustrated in the chart or transparency.	

OPEN YOUR EYES TO
CAREER POSSIBILITIES IN GOVERNMENT
EQUIPMENT OPERATORS
TRUCKDRIVERS
FORKLIFT OPERATORS
MANUAL LABOR
GENERAL LABORERS
WAREHOUSEMEN
TECHNICIANS
ELECTRICIANS
ENGINEERS
PROFESSIONAL WORKERS
GEOLOGISTS
METEOROLOGISTS
CARTOGRAPHERS
MATHEMATICIANS
STATISTICIANS
COMPUTER PROGRAMMERS
MEDICAL PERSONNEL
NURSES
DIETITIANS
DOCTORS
MACHINERY OPERATORS
MACHINISTS
REPAIRMEN
MECHANICS
CLERICAL PERSONNEL
SECRETARIES
CLERK-TYPISTS
BOOKKEEPERS

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Worksheet: "Open Your Eyes to Career Possibilities in Government"

Directions: On the worksheet below, match the careers listed on the right, with the field of employment listed on the left. Write the answers in the spaces provided.

Medical Personel
_____
_____
_____

Mathematics
_____
_____
_____

Professional Workers
_____
_____
_____

Technicians
_____
_____
_____

Machinery Operations
_____
_____
_____

Equipment Operators
_____
_____
_____

Skilled Construction Workers
_____
_____
_____

Clerical Personnel
_____
_____
_____

Manual Labor
_____
_____
_____

Careers

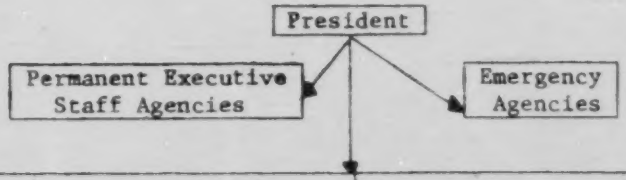
truck drivers
carpenters
meteorologists
clerk-typists
dieticians
machinists
warehousemen
electricians
statisticians
mechanics
doctors
painters
secretaries
geologists
forklift operators
general laborers
computer programmers
plumbers
repairpersons
engineers
nurses
cartographers
bookkeepers

UNIT: Government

CONCEPT: The positive and favorable view of government careers, as opposed to the prejudicial and negative opinions that may already be formed, will be stressed.

Career Education Activity	Activity Evaluation/Comments
CHART - Review the chart, "Functions of the Executive Branch," to clarify unfamiliar terms. Then using student copies of the chart, play the following game. GAME - Execu-Branch Bingo. a. Purpose: To illustrate the type of work done by the executive department of the federal government. b. Materials: Special bingo cards with the word BINGO printed at the top and names of government departments written below, in place of numbers. A teacher guide sheet is provided containing the activities of all executive departments with a letter of indication. c. Activity: Pass out BINGO cards and some means of covering. The teacher will then call out a letter and read an activity of one government department. (Example: under the B, issues passports.) Allow a few seconds for students to examine the above chart (activity #1) and check his card to see if the corresponding department is listed under the designated letter. If (in the example) the word, State Department appears under the letter B on the pupil card, the student covers the space. Bingo occurs in the usual manner and terminates the game.	

Functions of the Executive Branch



STATE	TREASURY	DEFENSE	JUSTICE	INTERIOR	AGRICULTURE
FOREIGN RELATIONS DIPLOMATIC AND CONSULAR SERVICE ISSUES PASSPORTS PROTECTS RIGHTS OF AMERICANS ABROAD	IN CHARGE OF GOVERNMENT FINANCES COLLECTS AND SPENDS MONEY (WITH CONGRESS'S APPROVAL) COINS AND PRINTS MONEY ARRANGES LOANS	ADMINISTERS ARMED FORCES PLANS AND EXECUTES THE DEFENSE OF THE NATION PROVIDES MILITARY ADVISORS FOR THE EXECUTIVE BRANCH	HANDLES THE NATION'S LEGAL AFFAIRS AND GIVES LEGAL ADVICE SUPERVISES U.S. MARSHAL FEDERAL BUREAU OF INVESTIGATION (FBI)	IN CHARGE OF FEDERAL LAND INDIAN AFFAIRS MINES, FISH AND WILDLIFE SERVICES NATIONAL PARK SERVICES	CONCERNED WITH WITH AGRICULTURAL IMPROVEMENTS
37,000 EMPLOYEES	105,000 EMPLOYEES	1,118,000 EMPLOYEES	44,600 EMPLOYEES	65,800 EMPLOYEES	106,800 EMPLOYEES

Executive Departments

COMMERCE	LABOR	HEALTH, EDUCATION AND WELFARE	HOUSING AND URBAN DEVELOPMENT	TRANSPORTATION
PROMOTES FOREIGN AND DOMESTIC TRADE, SHIPPING, TRANSPORTATION, MANUFACTURING, ETC. TAKES NATIONAL CENSUS ISSUES PATENTS	PROMOTES BETTER WORKING CONDITIONS MEDIATES LABOR DISPUTES GATHERS DATA ON LABOR ADMINISTRATES WAGE AND HOUR LAWS	WORKS TO IMPROVE HEALTH, EDUCATION, AND SOCIAL SECURITY SYSTEMS	PROMOTES BETTER HOUSING, SLUMS CLEARANCE PROVIDES AID TO CITIES	DEVELOPS TRANSPORTATION POLICY COORDINATES AGENCIES CONCERNED WITH LAND, SEA, AND AIR, TRANSPORTATION
32,700 EMPLOYEES	12,700 EMPLOYEES	112,500 EMPLOYEES	16,800 EMPLOYEES	69,600 EMPLOYEES

Execu-Branch Bingo Card
(sample-others will vary in arrangement only)

B	I	N	G	O
TREASURY	DEFENSE	HUD	LABOR	AGRICULTURE
LABOR	AGRICULTURE	JUSTICE	TRANSPORTATION	COMMERCE
INTERIOR	TRANSPORTATION	FREE	HEW	DEFENSE
HEW	LABOR	STATE	AGRICULTURE	INTERIOR
STATE	COMMERCE	TREASURY	JUSTICE	HUD

Teacher guide sheet for game.

Directions: Cut out the squares and scramble. Call out the letter and read the activity. Allow a few seconds for students to match the activity with the government department as shown on their chart, then check their bingo card.

B	I	N	G	O
Foreign relations	Foreign relations	Foreign relations	Foreign relations	Foreign relations
B	I	N	G	O
Protects Americans abroad	Protects Americans abroad	Protects Americans abroad	Protects Americans abroad	Protects Americans abroad
B	I	N	G	O
In charge of government finances	In charge of government finances	In charge of government finances	In charge of government finances	In charge of government finances
B	I	N	G	O
coins and prints money	coins and prints money	coins and prints money	coins and prints money	coins and prints money
B	I	N	G	O
administers army, navy & air force	administers army, navy & air force	administers army, navy & air force	administers army, navy & air force	administers army, navy & air force
B	I	N	G	O
Plans and executes National defense	Plans and executes National defense	Plans and executes National defense	Plans and executes National defense	Plans and executes National defense
B	I	N	G	O
Handles the nation's legal affairs	Handles the nation's legal affairs	Handles the nation's legal affairs	Handles the nation's legal affairs	Handles the nation's legal affairs
B	I	N	G	O
FBI	FBI	FBI	FBI	FBI
B	I	N	G	O
In charge of federal land	In charge of federal land	In charge of federal land	In charge of federal land	In charge of federal land
B	I	N	G	O
Indian affairs	Indian affairs	Indian affairs	Indian affairs	Indian affairs

B National Park Service	I National Park Service	N National Park Service	G National Park Service	O National Park Service
B Concerned with Agr. Improvements	I Concerned with Agr. Improvments	N Concerned with Agr. Improvments	G Concerned with Agr. Improvments	O Concerned with Agr. Improvments
B Promotes Foreign & domestic trade	I Promotes Foreign & domestic trade	N Promotes Foreign & domestic trade	G Promotes Foreign & domestic trade	O Promotes Foreign & domestic trade
B Takes National census	I Takes National census	N Takes National census	G Takes National census	O Takes National census
B Promotes better working conditions	I Promotes better working conditions	N Promotes better working conditions	G Promotes better working conditions	O Promotes better working conditions
B Mediates labor disputes	I mediates labor disputes	N mediates labor disputes	G mediates labor disputes	O mediates labor disputes
B works to improve health, ed., & S.S. systems	I works to improve health, ed., & S.S. systems	N works to improve health, ed., & S.S. systems	G works to improve health, ed., & S.S. systems	O works to improve health ed., & S.S. systems
B Promotes better housing	I Promotes better housing	N Promotes better housing	G Promotes better housing	O Promotes better housing
B Provides aid to cities	I Provides aid to cities	N Provides aid to cities	G Provides aid to cities	O Provides aid to cities
B Develops transportation policy	I Develops transportation policy	N Develops transportation policy	G Develops transportation policy	O Develops transportation policy

UNIT: Government

CONCEPT: The positive and favorable view of government careers, as opposed to the prejudicial and negative opinions that may already be formed, will be stressed.

Career Education Activity	Activity Evaluation/Comments
CHART - Review the chart, "Functions of the Executive Branch." Clarify unfamiliar terms. Use the student copies to play the following game. GAME - Execu-cube Game: a. Purpose: To illustrate the functions of the executive departments of the federal government. b. Materials: The materials consist of a cube with the name of a federal government department (Labor, State, Interior and others) written on each side. A sheet containing the activities of all federal departments will be used by the teacher. c. Activity: Each student will receive a cube with the names of six (6) federal government departments. Each cube will be different since there are eleven (11) departments. (This will add a chance element to the game, since students may know the answer but will not have the department name on his cube.) The teacher will read an activity of a department and allow a few seconds for students to examine their chart and pick a response. (The teacher may use as many or all of the 33 functions of the departments, shown on the chart, as desired.) If the name of the department appears on his cube, the student will place that side toward the teacher. On a score sheet, the teacher will record one point for each time the student shows the correct government department. At the end of the game (when the teacher has read the entire list of activities), the teacher will add up the number of points each student has earned. The student with the highest number of points is the winner. The teacher may elect to try this activity, first, without mentioning the chart, then after reviewing the chart.	

UNIT: Government

CONCEPT: The positive and favorable view of government careers, as opposed to the prejucicial and negative opinions that may already be formed, will be stressed.

Career Education Activity	Activity Evaluation/Comments
SIMULATION GAME - "What's My Line?" a. Purpose: To acquaint students with the nature of various careers in government b. Materials: To be determined by the teacher depending upon the level of involvement c. Activity: This game is based on the commercial television show of the same name. One student will be selected as the moderator, while several students will be selected as contestants. These students will be given the role of a career in government. They will research the duties, salaries, qualifications and other information relating to that career. The moderator can work with the contestants in order to be prepared to lead the discussion. Another group of students will serve as the probing panel. They will need to meet to discuss the types of questions they will ask the contestants. The teacher may elect to have other students in the class become involved with various aspects of television and advertising. For instance, some students could develop commercials to be presented periodically, while others could simulate the production of the television show. The teacher may administer pre and post tests in the various activity areas in order to measure the improvements in student awareness. RESEARCH - Research the compensation of a President: (a) Salary (b) Expense account (c) Staff of assistants (d) Traveling facilities & expenses (e) Medical and dental care for his family (f) (It is estimated that the President actually receives an equivalent of about $4,000,000 a year) Have a student write a report on duties of the President, the Mayor and the Governor of the State.	

UNIT: **Government**

CONCEPT: Efforts to capitalize on community affairs which would be conducive to career development will be encouraged.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Check the newspapers for items regarding tax legislation, government spending and related problems. LIST - Make a list of recreational activities available for the senior citizens. Check the newspapers for job opportunities available to senior citizens in our community. Secure the services of a tax consultant and have him speak to the class on programs in our society using our tax dollars. INTERVIEW - Invite a local representative from the Community Action Council (CAC) into the classroom to discuss the duties and responsibilities of the CAC in the community. INVESTIGATE - the types of work performed by government agencies in the field of social programs. A partial list of agencies include: Social Security Administration, Employment Security Offices, Department of Social Service, Peace Corps, Vista and others. NEWSPAPERS - Check the newspapers for items regarding tax legislation, government spending and related problems. Check the newspapers for job and educational opportunities available to senior citizens in our community. LIST - Make a list of recreational activities available for the senior citizens locally. SPEAKERS - Secure the services of a tax consultant and have him speak to the class on programs in our society using our tax dollars.	

UNIT: Government

CONCEPT: The positive and favorable view of government careers, as opposed to the prejudicial and negative opinions that may already be formed, will be stressed.

Career Education Activity	Activity Evaluation/Comments
CHART OR TRANSPARENCY- Discuss the chart, "Functions of the Executive Branch." Clarify any terms that may hinder student understanding. Employment figures will give students an awareness of the career opportunities. INVESTIGATE - Investigate careers in state and local government. a. Divide the class into three committees. One will examine city government, one for county government, and one for state government. b. Each group will discover the titles of and duties of the various state and local government offices. (1) This may be done by having each member of the group call a different department within his assigned office building or state offices in the local area. (2) Interviews may be arranged with public relations officers from state and local governments. c. In your investigation of state and local governments, research career opportunities by finding out what jobs are available, what the duties of the job are, qualifications, salary. d. This work can be presented in the following forms: (1) As an oral report (2) In the form of a bulletin board or large chart (3) As a notebook on Career Opportunities in city, county or state government	

UNIT: **Government**

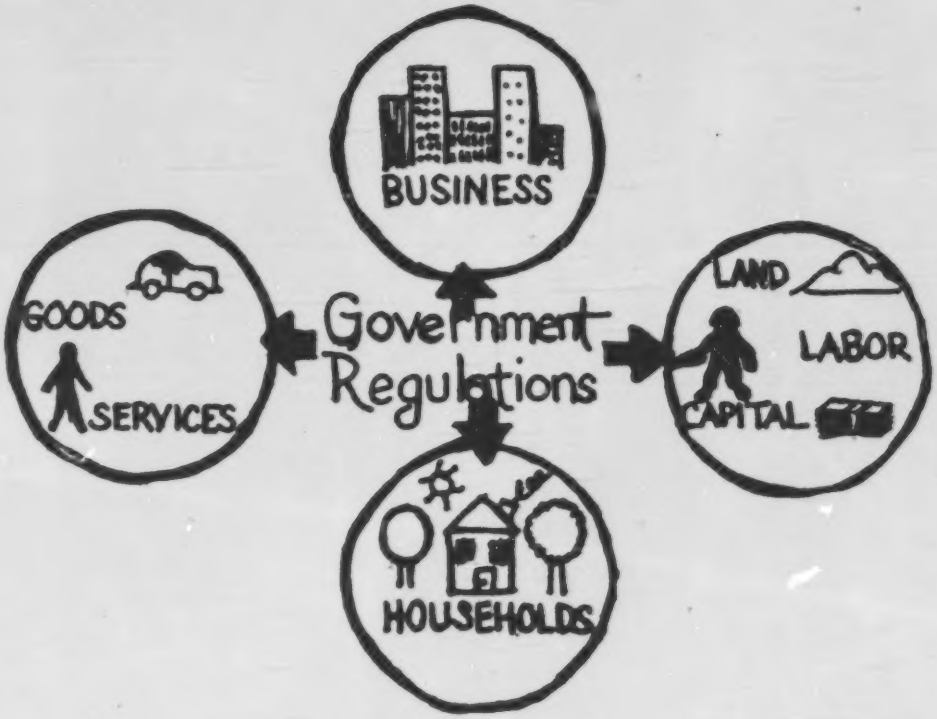
CONCEPT: The correlation between citizen responsibility and civic career opportunities will be explored.

Career Education Activity	Activity Evaluation/Comments
ROLE PLAY - Have students role play the simulation game on the inner workings of the Congress. (Johns Hopkins University) (a) Students probe into the part played by rules, behavior and the laws enacted. (b) Billions of dollars are involved in decision making. RESEARCH - Have students obtain information on positions of employment in the government. (a) qualifications (b) experience needed (c) salary LITERATURE - Students interested in government may secure literature on positions as a "page" in the Senate or the House. RESOURCE PERSON - An election employee may speak to the class on the number of employees needed and expense incurred to conduct an election. BULLETIN BOARD - Make a bulletin board showing how government workers serve the needs of the locale. LIST - Make a list of job opportunities in different governmental agencies. (a) Post office employment (b) State and County Road Department (c) Public Health Service (d) Law enforcement (e) State and local government (f) Park Service (National-state-local) (g) Education	

UNIT: Government

CONCEPT: The correlation between citizen responsibility and civic career opportunities will be explored.

Career Education Activity	Activity Evaluation/Comments
INTERVIEW - 1. Invite a local politician into the classroom to discuss the procedure involved in: a. Filing for an elective office b. Organizing and staffing a campaign committee, paying particular attention to personnel and their duties 2. As an alternative to the interview, show the students the film "Political Parties" (or similar film). During the film have the students focus their attention upon a. how citizens participate in government. b. how men are chosen for public office and further programs expressing their interest. 3. Simulation-Conduct a mock classroom election campaign in which several students seek a ficticious office or offices. A campaign staff consisting of advisors (to inform the candidate on the issues and aid in forming a position on these issues), publicity officers, speech writers, would provide practical experience in conducting in an election.	


BUSINESS
GOODS
SERVICES
Government
Regulations
LAND
LABOR
CAPITAL
HOUSEHOLDS

Methods used by industry to win labor disputes:

1. Lockout - The employee will lockout employees and refuse to let them work on a threat of striking or if the union has struck.

2. Injunctions - The employer can obtain a court order and force workers back to work. "Contempt of court" is the term used by the court when workers or the union disobey this order. Fines and /or jail sentences can result.

3. Open shop - This is a situation where union and non-union employees are employed.

4. Blacklist - (these are illegal) The employer discriminates against or fires workers which join the union. Lists are given to other employers and workers find it very hard to secure a position.

5. Strikebreakers - These are men hired by the employer to replace the men who are on strike.

6. Welfare Capitalism - The company will offer the workers the same benefits that the union has or is trying to obtain. This is done to persuade the employee not to join the union.

7. Employer's Associations - These associations are organized to curb union power.

8. Publicity - Industry spends monies to present their views or position to the public and win their support. They also use the Communication medias such as:
   (a) newspaper
   (b) radio
   (c) television

Methods used by labor to achieve its objectives:

1. Strike - employees stop work and refuse to return until their demands are met.

   (a) sitdown strike
   (b) wildcat strike
   (c) slowdown
   (d) sympathetic strike

2. Picketing - Workers, on strike, walk back and forth in front of the factory with signs claiming the employer is unfair.

3. Boycotts - This is a system of persuading other people not to purchase products of the firm being struck.

4. Closed shop - Only members of the union can be hired by the industry involved.

5. Union shop - An employee must join the union after a specified period of time.

6. Sabotage - During a strike deliberate damage to machinery of the employer

7. Union label - The union will try to get the public to buy only union-made goods.

8. Checkoff - The union contracts with the employer to deduct the employee's union dues from his check and this amount is turned over to the union.

9. Publicity - The union always tries, by the communication medias, to enlist the help of the public for their programs.

U.S. HISTORY

Concepts:

1. History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.
2. History affords members of each generation to make adjustments to changes and continuity in the environment.
3. Historical events are recorded to benefit man in his endeavor to understand political conflicts; cooperation with foreign nations; and interdependence of nations.
4. Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
ROLE PLAY- Imagine that you have been hired by the proprietor or leader of a colony to make posters to attract settlers. Decide what points you want to emphasize, such as cheap land, good climate, and the like. Draw the poster. POSTER - Do a poster on Washington County today wanting to locate modern industry here. How would you make up this poster? Would you have the same points on both posters? RESEARCH - Use reference books to identify major American centers today of: a. Shipbuilding b. Fishing c. Rice, wheat, corn, tobacco d. Livestock e. Freight shipping Compare those centers above today with those in late 1700's. LIST - List colonial industries and their reasons for existence. List beginnings of transportation and hired carriers. Modern Day occupations and careers can be linked to the above. DISCUSS - Compare quality of industry today to colonial period.	
DISCUSS - Compare excess time for leisure today as to how much time our ancestors had in colonial times. Does this create different recreational pursuits? Did this also have any bearing on time for education? Using a colonial recipe book, cook and serve one typical colonial dish. Compare furniture-making in past with manufacturing in Hagerstown such as at Brandt, Beachley, Statton, or Horner Co. What are the opportunities today for craftsmen who operate shops as in colonial time? (Pewtersmith, candlemakers at Harpers Ferry)	

Write information in each column about items on	Colonial Period	Today
1. Heating the Home		
2. Lighting the Home		
3. Soap		
4. Food (a) vegetables (b) fruit (c) bread (d) meat		
5. Carpenter		
6. Shoemaker		
7. Clothing		
8. Bedding		
9. Education		
10. Transportation		
11. Books and Newspapers		
12. Methods of framing		

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
DISCUSS - How has the quality of life changed due to inventions and other advances in technology? a. Considerations: (1.) Auto (2.) Computer (3.) Electricity b. What occupations are now obsolete due to advances? RESEARCH - After considering changes in the past and the present, go on to the future by researching: a. Technical or popular publications such as Popular Science b. Books that prophesied the future such as Orwell's 1984, H.G. Wells books RESOURCE CENTER - Establish classroom resources center containing materials about past, present and future. Develop dioramas, models, or pictures of future technical changes to be called, "Showcase of the Future." DISCUSS - The business life of the Mormons should be studied and explored. Also, other religious groups can be compared who have a strong economic policy. Should religious groups own and control property? Does religion influence your career plans? Is so, explain. Examine the life of some prominent modern Mormons such as George Romney, Clinton Anderson, Jack Anderson, William Marriott.	

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
LIST - Make a list of occupations that colonists used to make a living. Write a paragraph describing experience and training of a person who would have been a successful colonist in Plymouth. COMMITTEE WORK - Appoint a committee to research how soap was made in the colony and the procedure used today. a. Number of persons involved b. Products used c. Expense of each production REPORTS - Have students volunteer to give a report on one of the following: a. Ship building b. Shoe manufacturing c. Fishing as an occupation d. Farming e. Foreign trade (triangle trade routes) f. Other specific crafts	

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments

Types of Occupations	Early Days	Modern Times
1. Making thread	spinning wheel in the home	
2. Rifles		mass production by machine
3.	cut and threshed by hand	cut and threshed by machine
4. Shoes		manufactured by machine in factories
5. Nails	made by local black-smith by hand	
6. Plowing		work is done by machinery
7.	cut by man using hand saws	cut by man using power saws

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Study the ways of utilizing canal land today into park services. (a) National and state parks (b) Employees needed to manage parks (c) Parks used for recreation purposes Compare the work at the old cement works during the building of the C. and O. Canal to present cement plants in Washington County. RESOURCE PERSONS - Invite a park ranger to speak at your school. Invite Mr. Hooper Wolfe or other noted authority to speak on working experiences on the old C. and O. Canal. FILM - Show a film on canal life to your class. Can be borrowed from N.P.S. film library at Antietam, C. and O. Canal N.H.P. in Sharpsburg, Maryland. LIST - Observe sports on TV and compile a chart or list of Negroes holding positions on professional teams. RECORDINGS - Play recordings of music sung and played by Black performers. Classical music (Marion Anderson) can also be used. RESEARCH - A student may volunteer to research the number of products George Washington Carver discovered in the science field. Explore other fields in science that Blacks excell in. Obtain literature from the U.S. Printing Office and determine the number of Negroes who hold high positions in government. FILM - Show the movie: Booker T. Washington.	

UNIT: **History**

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
TIME LINE - Make a time-line of important inventions. COLLECTIONS - Make a collection of clippings showing progress in science and inventions today. LIST - List all kinds of jobs you can think of that require very little skill or training. Why do "unskilled workers" get lower salaries? FIELD TRIP - Take students to a Home Ec. class and have the teacher demonstrate how a sewing machine works. FILMS - Contact a factory like Mack Truck and see if a film of modern industry could be secured. MODELS - Have students volunteer to make a model of some machines and talk to the balance of class on how they work. RESEARCH - Present a brief history of the private academics and how they were gradually replaced with free schools. Why do we need an educated populace in a democracy? Provide students with copies of technical manuals to illustrate why reading and general education is needed for career success. Why was Thomas A. Edison such a technical success in spite of little formal schooling? Review his life and also see article in July 1973 Readers Digest. How has free education increased opportunity and equality for women? Review the modern Career Development program of the U.S. Office of Education.	

UNIT: History

CONCEPT: History is man's record of the past that assists in interpreting the contributions that individuals and groups of people have made to their country.

Career Education Activity	Activity Evaluation/Comments
LIST - List Colonial occupations and industries which are still carried on in our community. MURAL - Make a mural of occupations in Colonial America and in Modern America. RESEARCH - Have students obtain literature on new industry being located in Washington County. (a) Number of people employed (b) Salaries (c) Types of materials manufactured FIELD TRIP- Set up a field trip to a furniture factory FILM - Show filmstrip: "Manufacturing in Colonies". REPORT - Report how colonial manufacturing was carried on largely in the home at first and how it progressed to large industry today. RESEARCH - Many settlers were attracted to the English Colonies in the hope of securing land. Students can research the ethnic groups of immigrants or the types of jobs they held in the early periods of the U.S. and compare their findings with the situation today. Example: Chinese, Irish, Blacks, Jews	

UNIT: History

CONCEPT: History affords members of each generation to make adjustments to changes and continuity in the environment.

Career Education Activity	Activity Evaluation/Comments
POSTERS - Students can develop posters depicting "crisis" of our modern environment such as noise, air or water pollution, waste - disposal problems, lack of green spaces, the "concrete jungle", and wildlife species endangered. DISCUSSION - Discuss what has happened in history when adequate safequards are not used to prevent species from dying? Consider also pollution of streams and other environmental pollutants. SURVEY - Set up a Survival Specialist Employment Counseling Service. Survey area on national problems that can utilize the services of class members who want these jobs. Some illustrations are game warden, wildlife conservationist, water plant technician, and others. FILMS - Show films, procure booklets or other materials to show students what qualifications are necessary for the above jobs. Secure cooperationof school counselor. RESEARCH - Perform short study of N.A.S.A. and careers in space and aviation related thereto. In what kinds of careers can you receive training that will change as years go by? What lesson is in this for all students? What problems face the individual living in nonfamiliar surroundings when he decides to locate and build a career there? Is this especially difficult for women or wives? Review studies of life in the "Outback" of Australia today or other such places.	

UNIT: History

CONCEPT: History affords members of each generation to make adjustments to changes and continuity in the environment.

Career Education Activity	Activity Evaluation/Comments
SURVEY - Make a survey of slum conditions nearby. What can you do to help improve conditions? POSTER - Make posters urging "slum" clearance in your community. RESEARCH - Find out all you can about the work of a Planning and Zoning Commission. DIORAMA - Make a diorama showing your concept of the "model city of the future." RESEARCH - In past historical times such as the Civil War and Spanish-American War, the U.S.A. has experienced situations involving: a. Spoiled and defective canned beef b. Shoes with cardboard soles c. Shoddy and poor uniform and blanket materials A review of Upton Sinclair's "The Jungle" and Ida Tarbell's "History of Standard Oil" also reveal the depth of crooked business. Have students read and report on this literature. RESOURCE SPEAKER - After a review of above material, a talk by a Better Business Bureau representative can illustrate modern problems and solutions to deceptive business practices. Discuss what careers are offered by such agencies as B.B.B. and other consumer protection groups, either private or in government. GRAPHS - Trailer parks or camping areas, are being constructed near many historical spots. Students can construct a graph showing advantages of a trailer park in comparison to staying in a motel. LISTS - Students can list different occupations in connection with these parks. (a) Custodian (b) Ticket seller (c) Guides (d) Demonstrators (firing of guns-wearing of uniforms and others)	

UNIT: History - Student information sheet at beginning of school year

CONCEPT: History affords members of each generation to make adjustments to changes and continuity in the environment.

Career Education Activity	Activity Evaluation/Comments
LISTS - Students can make up a form for information to include the following items: (a) List the different types of positions in which parents are employed. (b) Father's occupation (c) Mother's occupation (d) Are these positions seasonal or a year around job? (e) Does either parent have two occupations? (f) Is shift work involved (day-night)? (g) How many hours per day do they work? (h) Length of time the parent or parents have been employed on this occupation (i) What type of transportation do they use? (j) What type of hobbies do the parents have in their leisure time? CHARTS - Charts can be made showing the many occupations parents have: (a) Do many have more than one job? (b) How many cars in the family are needed? (c) Those who rent or own home (d) Other related material	

UNIT: History

CONCEPT: History affords members of each generation to make adjustments to changes and continuity in the environment.

Career Education Activity	Activity Evaluation/Comments
DISCUSS - Present a brief pictorial explanation of why smog is such an ever present problem in the Los Angeles area. What careers are related to pollution abatement? How can industry survive with the great stress on water and air clean-up? Who should pay for pollution control? Compare pay scales in California in the various career fields with other areas. Should money received be the only factor in locating somewhere to follow your career? (Give other considerations.) What can we do to prevent attractive living areas becoming over-populated? Discuss zoning and others. RESEARCH - Compare the workers needed today to build roads with workers on the National Road. Have students set up a toll gate structure and make a list of toll for people, animals, and the like. Each student could be the toll-gate attendant and see how this job functioned.	

UNIT: History

CONCEPT: Historical events are recorded to benefit man in his endeavor to understand political conflicts; cooperation with foreign nations; and interdependence of nations.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Compare various world societies such as Greece, Rome, China, Japan Great Britain, France, and others with America. DISCUSS - Do societies rise or fall depending on the work ethic? Examination of long historical importance of China shows a closely-knit, working society that prevails regardless of political system. What lesson does this hold for importance of career education in schools? RESOURCES - Procure materials, films, and speaker from nearby recruiting station. DISCUSS - What motivates persons to join the Armed Forces in times of national peril and in times of peace? Examine uniforms, weapons, and equipment of past wars. What is it like in the service today? What can a career in the Armed Forces do for you? RESOURCE SPEAKER - An army recruiter can visit your class, distribute literature, and talk about the modern army. FILM - Secure a movie from a service recruiting office. REPORT - Some students could volunteer to compile and present a report on industries which manufacture military supplies. TAPE - A student, whose father or grandfather worked in aircraft industry during World War II, could make a tape of an interview about the manufacturing of airplanes used by the Air Force. CHARTS - Compile a chart of industry nearby that could be utilized in the manufacturing of war supplies if war were declared today.	

UNIT: History

CONCEPT: Historical events are recorded to benefit man in his endeavor to understand political conflicts; cooperation with foreign nations; and interdependence of nations.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Review periods in American history that were troubled with the "bought" politician: a. The Grant administration b. Teapot Dome scandal c. The "Five Percenters" of the Truman - Eisenhower era	
RESEARCH - Research misuse of government authorized power that is uncontrolled such as the Watergate affair. Study alternate situations such as "Profiles in Courage" by John F. Kennedy and biographical sketches of Abraham Lincoln or Woodrow Wilson. Careers in politics and government are well defined in Occupational Outlook Handbook, bulletin 1785 of the U.S. Department of Labor. Assign job titles to individuals or committees to explore and report on.	
RESOURCE SPEAKER - Invite a politician to speak and to encourage further exploration in this career field.	
RESEARCH - Have students research and report about past World's Fairs held in the United States. Pupils can also bring sample souvenirs, brochures, and folders from World Fairs they have attended.	
TRADE FAIR - The above activities will provide a springboard for interest in a "Trade Show" to be held by the class. Student committees can select vocations, industries, or trades. They can develop miniature trade shows complete with models, dioramas, posters, samples, or any other visual materials to demonstrate their trade.	

UNIT: History

CONCEPT: Historical events are recorded to benefit man in his endeavor to understand political conflicts; cooperation with foreign nations; and interdependence of nations.

Career Education Activity	Activity Evaluation/Comments
SKIT - Students could prepare a skit with some of the following items: (a) Men coming back from the army and trying to secure a job (b) Purchasing of new items being manufactured (c) Buying of homes or trying to rent an apartment for family (d) If this person wanted to attend college, what field would he enter and what school would he enroll? CHART - Make a chart of new programs the government has funded and put into effect.	

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Find out how many different kinds of taxes people pay today. CHART - Make a chart on how many different items the tax money is used for. FORMS - Secure tax forms and prepare a simple tax form for students to fill out. BUZZ SESSION - Have a buzz session and find out what students think about taxes - pro and con. CARTOONS - Draw cartoons showing the reaction of the colonists to British laws relating to taxation. Do the same for modern day reactions to tax laws. CHART - Make a chart on the size of colonial government and modern government. (a) Compare number of employees of each. (b) Size of annual budget of each (c) Obtain information from U.S. Civil Service Commission on availability of employment, requirements of, and salaries of each job classification. CARTOONS - Students can draw cartoons or put on skits of an individual trying to obtain a position as U.S. Senator. (a) What rules he may follow (b) The expense encountered and others FIELD TRIP- Plan a field trip to local government seat, state capital, or Washington, D.C. and observe legislators in action. Note the government buildings and bring out in a follow up class the tremendous expense to construct these.	

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments
DISCUSSION - Why might you move once or many times in your life time? What important decisions will have to be made? a. occupation b. Where will you live? c. transportation	
RESOURCE PERSON - Have a modern moving company send a representative to your school and talk to your class about the problems of moving. What adjustment problems will the family face? a. Mother b. Children c. Father	
ROLE PLAY - Imagine that you have been hired by the proprietor of a new colony to make posters that will attract settlers. Decide what point you want to emphasize such as cheap land, fertile soil, abundant game, climate, and freedom of religion. Compare early promotion techniques with those used today to attract settlers, tourists, or land buyers.	
LIST - List the careers available through tourism in Maryland.	
EXPLAIN - Explain why Maryland has so much to offer all classes of visitors.	
RESOURCE PERSON - Invite a historian to speak on why Maryland is so important historically. Invite a representative from a tourisxm department such as Washington County, State of Maryland, and others to speak on career potential in our state.	
RESEARCH - Examine what courses at the Washington County Career Studies Center could prepare a student for a tourism career.	

UNIT: History

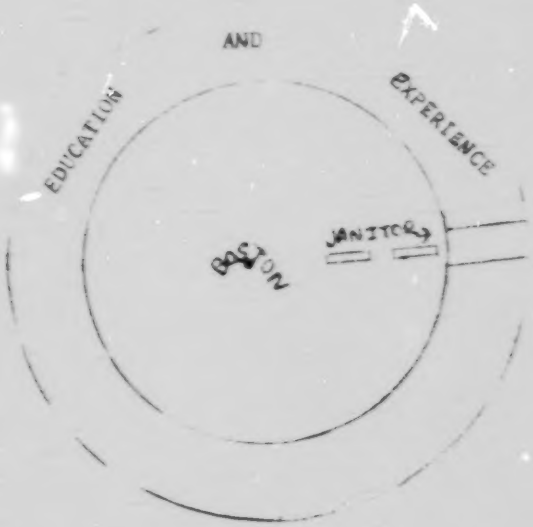
CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments

PURPOSE - Development of a chart showing careers available, and training needed in local area

MATERIALS NEEDED - "Help wanted" sections from newspaper, Cardboard for display

INTRODUCTION - What are the job opportunities in our area? Turn to the Want Ads and list careers available, experiences needed, training required, unskilled jobs, whether for men or women only, and hours and salary expected. After compiling information, make a display like a clock:



One smaller round cardboard piece centered on top of larger piece. Top contains city name in center and career name on arrow line. Prepare 3 small rectangular cut out boxes under each career title line. When line is moved to connect career experience or education line on outside circle, the boxes will show location, men or women, hours and salary.

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments
Improvements in the care of criminals, the insane and the blind have been made on a large scale. RESEARCH - Obtain information on a correctional institute in your community. (a) How many employees are hired for these positions? (b) The type of farming and manufacturing carried on there (c) How has construction of buildings on the property increased employment? REPORT - Have some students volunteer to give a report on the School for the Deaf in Frederick, Maryland. . How large is the school and the work force employed there? FIELD TRIP - A field trip to the county jail could be arranged with the Sheriff. FIELD TRIP - Visit one of furniture-making factories in your local area. RESEARCH - Obtain catalogs from Sears, J.C. Penney and have students simulate buying furniture they would use to furnish a new home. (a) To make this more interesting, allot each a certain amount of money and they must stay within that amount. (b) Use the tax schedule of Maryland or state in which you live and compute the tax for furniture purchased. CHART - Make a comparison chart showing education in the 19th century and now. SPEAKER - Have the head dietician from the school cafeteria talk to the class and a tour of the kitchen can be arranged (Federal funds used here) SPEAKER - The guidance department can talk about the work of special teachers used for: (a) reading (b) French (c) home instruction (d) Registered Nurses for health education	116

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

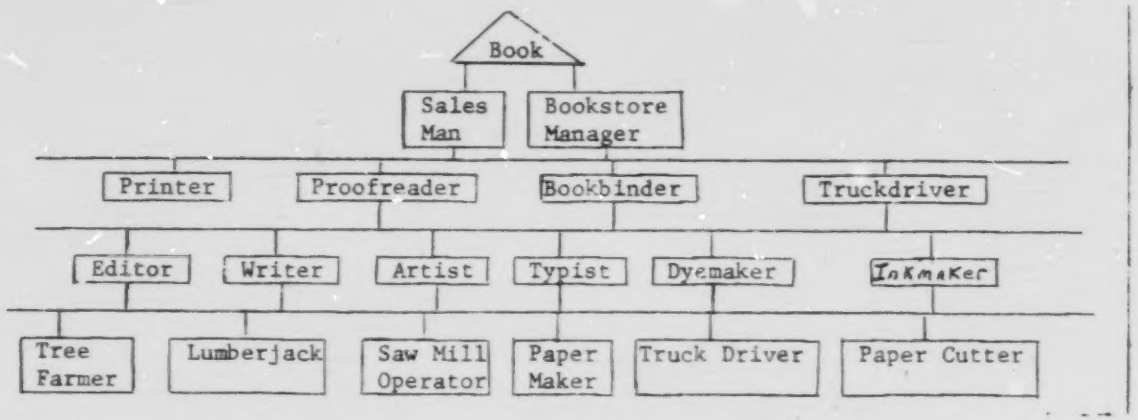
Career Education Activity	Activity Evaluation/Comments
RESEARCH - Conduct a brief study of the American railroad development with particular emphasis on the heyday of railroading as compared to modern changes in railroading. What old jobs, such as brakeman, are still open on railroads? What new jobs are developing, such as key-punch operator on railroads? What other careers are allied with the railroad? a. Communications and mechanics b. Computor technology and engineering c. Art work and writing. LIST - List and define as many railroad occupations as possible. Use Dictionary of Occupational Titles or other reference books. MODELS - Have students design and build models or projects that have durability, are transportable, and are correlated with a historical topic. Distribute the models, historical toys, and clothing articles to a nearby elementary school for use in their career study and history study.	
DISCUSS - Proper use of credit. Many free materials available on this (i.e. Household Finance Corporation) What industries, vocations, and businesses are dependent upon credit? Did the advent of the Jacksonsonian era create a better atmosphere for economic and territorial expansion? Explain. RESEARCH - Evaluate some of the modern day "peoples" programs such as the Office of Economic Opportunity. See recent articles on this using the Readers Guide to Periodical Literature. Compare spoils system to career selective programs such as U.S. Civil Service.	

UNIT: History

CONCEPT: Practical relationships can be established withmany people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments

MOBILE - In many communities printing is an important industry requiring career skills that may interest students. Suggest a career "People Pyramid" be created using chalkboard and examine each career for potential skills required, and training needed. Also a mobile such as this could be created:



NOTE TO TEACHER - Begin with the most immediate occupation or career that you encounter concerning your product such as the textbook, and expand to more remote careers. For example, the person who sold you the book was the salesman. The person most remote to the book was possibly a tree farmer who grew the raw material for paper.

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments
CHART - Make a chart of industries locally that use mass production, assembly line, and specialized forms of labor. LIST - List the qualifications an individual must have to be employed in a modern industry listed on the chart above. ROLE PLAY - Role-play working on an assembly line set up in the classroom. An example is constructed on separate sheet. DISCUSS - What other types of industry or services would be associated with the chart to help make these industries function? (a) Trucking (b) Electrical (c) Paper (d) Metal (e) Water (f) Machinery (purchased) RESEARCH - Ask the students to identify the major types of water pollution. (a) Discuss the major causes of pollution. (sewage, agriculture, industry, and others) RESEARCH - Compare natural land cover with the way it is being used by people. (a) Cities (b) Agriculture (c) Transportation (d) Parks (e) Mining FIELD TRIP - Visit the local water treatment plant. RESOURCE SPEAKER - Secure the services of an employee of the local sanitary land fill and have him speak to the class.	

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments

Compare the types of communication services available to people living in this area.
(a) Radio
(b) Television
(c) Telephone
(d) Telegraph
(e) Newspapers

LISTS - List the various occupations in the area of communications and the types of jobs the workers perform.

MODELS - Students can make models of telephones or telegraph and explain how they work.

RESOURCE - Secure the services of a person or persons from the media and have them speak to the class.

MODELS - Students can make a model of a telephone switchboard and have other students place calls on a business level or pleasure conversations.

FIELD TRIPS - Set up a field trip to the educational TV studios in the Board of Education Discuss in class what was observed.

BULLETIN BOARD - Make a bulletin board of materials on financial problems in the U.S. today.

VOCABULARY - Locate articles in which the following vocabulary words appear.

arbitration	featherbedding	trust
automation	kickback	retroactive pay
closed shop	depression	wildcat strike
collective bargaining	prosperity	panic
boom	strike	scab
conciliation	mediation	fact-finding
open shop	picketing	rank and file

UNIT: History

CONCEPT: Practical relationships can be established with many people, including those outside of the school who provide career choice opportunities.

Career Education Activity	Activity Evaluation/Comments
LIST - Make a list of occupations in the fine arts. RESOURCE PEOPLE - Interview resource people or have these persons speak to the class. These people would include: (a) Artists (b) Music personnel (c) Librarians Students shcould see the importance of these occupations to the city. FIELD TRIP - Students could visit their local Library. MODEL - Build a model railroad. Have the students establish timetables, freight, and passenger rates. Pupils could role-play the part of employees: (a) Conductor (b) Engineer-fireman (c) Yard men RESEARCH - Have students research types of railroad songs such as: (a) "John Henry" (b) "I've Been Working on the Railroad." SPEAKER - Secure the services of a railroad employee and have him visit your school. He could wear his working clothes and speak about the railroad on which he works.	

Assembly Line

By the use of this game situation, the students will learn how the assembly line operates and the part the workers contribute to its function. Many boys have some small type automobiles and they are constructed to be taken apart and put back together again. Have some boys bring these cars to class and set up an assembly line in the classroom.

Pick either ? number of boys and/or girls to act the part of the employees. Do not allow them to select the job they want, because in real situations they must take the positions assigned.

Using desks, positions them in a line and each student will station himself/herself at one desk and this will be his/her work area.

Have the cars taken apart, laid out, and the first worker will take two parts, fasten them together and pass it to the next worker. He/she will attach another section and pass it to the next.

When the car reaches the last student, car should be completed.

Situations could be incorporated in this game such as:

(a) a worker working at a slow pace.

results-workers following will run out of work and the line will not move.

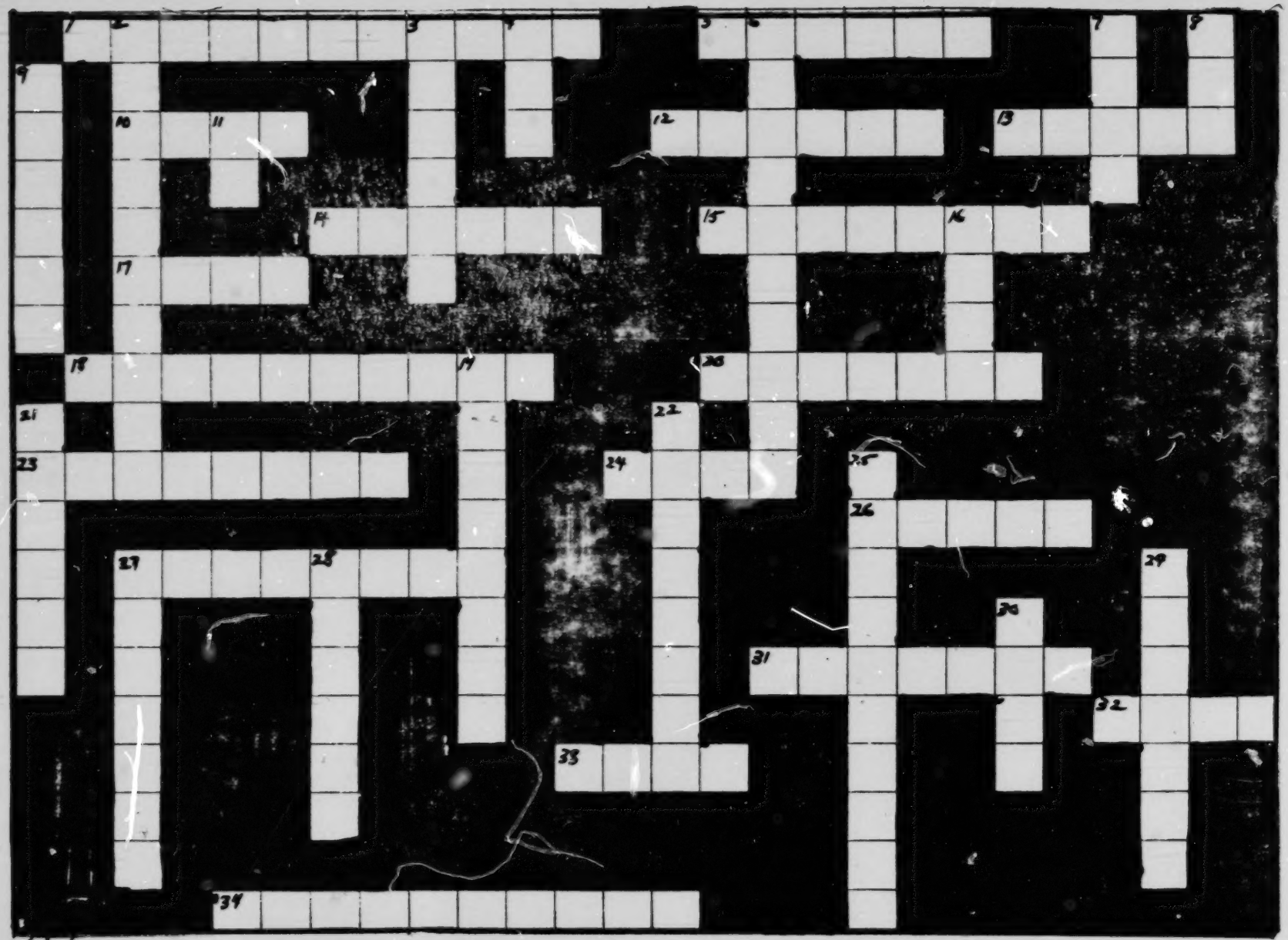
(b) parts would not be provided at a certain station and the procedure would stop.

(c) a worker working too fast and the next post would be over loaded and the line would stop again.

(d) a worker being absent from his job can create a problem if a substitute worker is not available.

Students could see that working together, work will progress smoothly. They should also notice, that doing the same job over and over can become a monotony.

To add enjoyment to the game, allow students to change jobs or use other products on the assembly line.



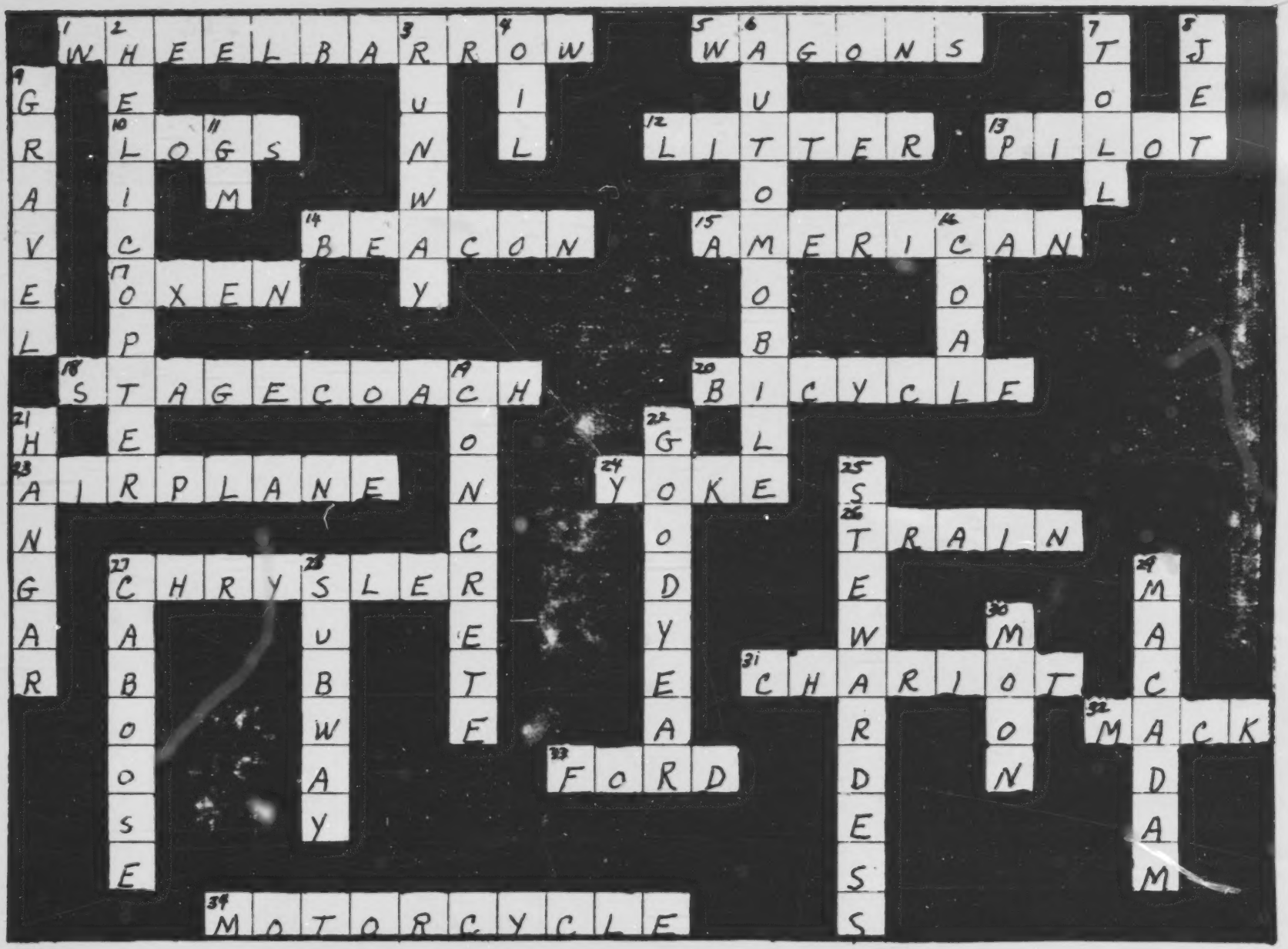
TRANSPORTATION

Across

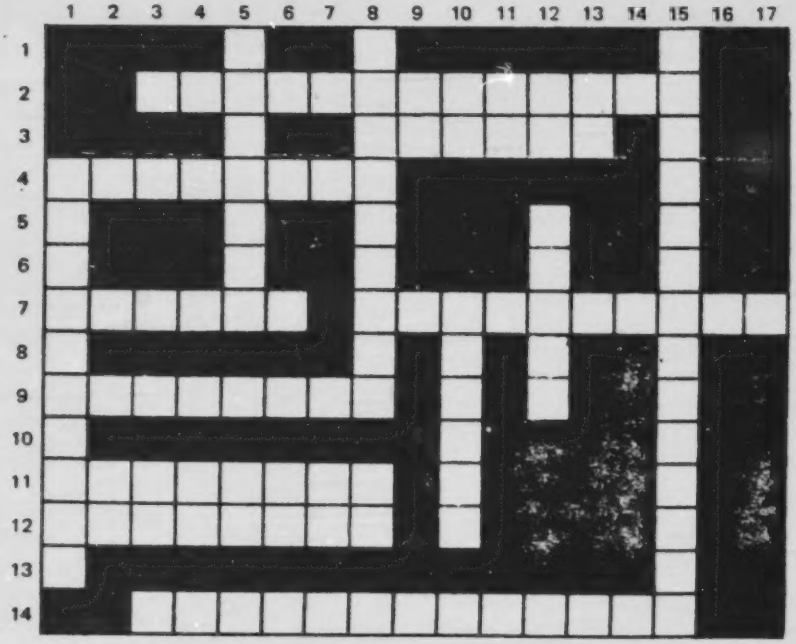
1. Man put a wheel at one end of the litter.
5. Vehicle used to go west in the 1800's
10. Early boats were made from these.
12. Man carried things on a covering with poles.
13. A person who flies an airplane
14. The light used to quide an airplane to airport
15. What company makes the car called "Matador"?
17. An animal that may have pulled a two-wheeled cart
18. Passenger vehicle used during Wild West era
20. Two-wheeled vehicle used by young people today
23. Wright Brothers built first successful one.
24. Wooden collar worn by oxen pulling wagons
26. This form of transportation runs on a track.
27. Plymouth car is made by this company.
31. Romans used this vehicle pulled by horses.
32. U.S. largest truck manufacturer
33. The model-T was built by this company.
34. Add a motor to a bicycle and you have ...

Down

2. This flying machine has a propeller on top
3. A plane lands on these
4. Fuel used in modern planes
6. Henry Ford built first successful one.
7. You pay this to travel on some highways.
8. Type of power modern aircraft uses
9. First roads were made of this material.
11. Initials of worlds largest car corporation
16. In 1940's, type of fuel used on trains
19. Modern highways are constructed of this material.
21. Building in which aircraft are stored
22. Largest tire manufacturing company
25. Women working on a airplane to help passengers
27. Car on the end of a freight train
28. Train that runs underground
29. Asphalt or tar used in highway construction
30. Space program made possible trip to this place.


1 WHEELBARROW
5 WAGONS
7 TOT
8 JET
9 GRAVEL
10 LOGS
11 MIL
12 LITTER
13 PILOT
14 BEACON
15 AMERICAN
16 OXEN
18 STAGECOACH
20 BICYCLE
21 HEARSE
22 GLOVE
23 AIRPLANE
24 YOKE
25 S
26 TRAIN
27 CHRYSLER
28 SUBWAY
29 MACADAM
30 MOON
31 CHARIOT
32 MACK
33 FORD
34 MOTORCYCLE

CAREER CROSSWORD PUZZLE



ACROSS

2. Prepares pictures for printing.
3. Prepares sewing material for machine operators.
4. Keeps buildings clean and safe.
7. Installs steel frames. Also property handler in TV studio.
7. (Second Word) Installs tile.
9. Professional who plans and designs machines.
11. Repairs automobiles.
12. Defends clients in court.
14. Scientist exploring oceans.

DOWN

1. Worker who has completed apprentice training program.
5. Craftsman who makes pottery.
8. Designs interiors.
10. Legal consultant.
12. Constructs brick or stone buildings.
15. Load and unloads trucks.

MORSE CODE

C A R E E R E D U C A T I O N
-.-. .- .-. . . .-. . -.. ..- -.-. .- - .. --- -.

A. W H A T Y O U A S A S T U D E N T
.-- .... .- - -.-- --- ..- .- ... .- ... - ..- -.. . -. -

N E E D T O K N O W
-. . . -.. - --- -.- -. --- .--

1. T H E V A L U E S O F E D U C A T I O N
- ....- .- .-.. ..- . ... --- ..-. . -.. ..- -.-. .- - .. --- -.

I N R E L A T I O N T O F U T U R E
.. -. .-. . .-.. .- - .. --- -. - --- ..-. ..- - ..- .-. .

E M P L O Y M E N T
. -- .--. .-.. --- -.-- -- . -. -

A. F I N A N C I A L R E W A R D
..-. .. -. .- -. -.-. .. .- .-.. .-. . .-- .- .-. -..

B. J O B S T A T U S
.--- --- -... ... - .- - ..- ...

C. J O B P R O M O T I O N
.--- --- -... .--. .-. --- -- --- - .. --- -.

D. C U L T U R A L A D V A N T A G E S
-.-. ..- .-.. - ..- .-. .- .-.. ... -.. ...- .- -. - .- --. . ...

Samuel Morse created an alphabet of dots and dashes to use on his telegraph. To learn something about the Morse Code, work out the message above which is written in his code.

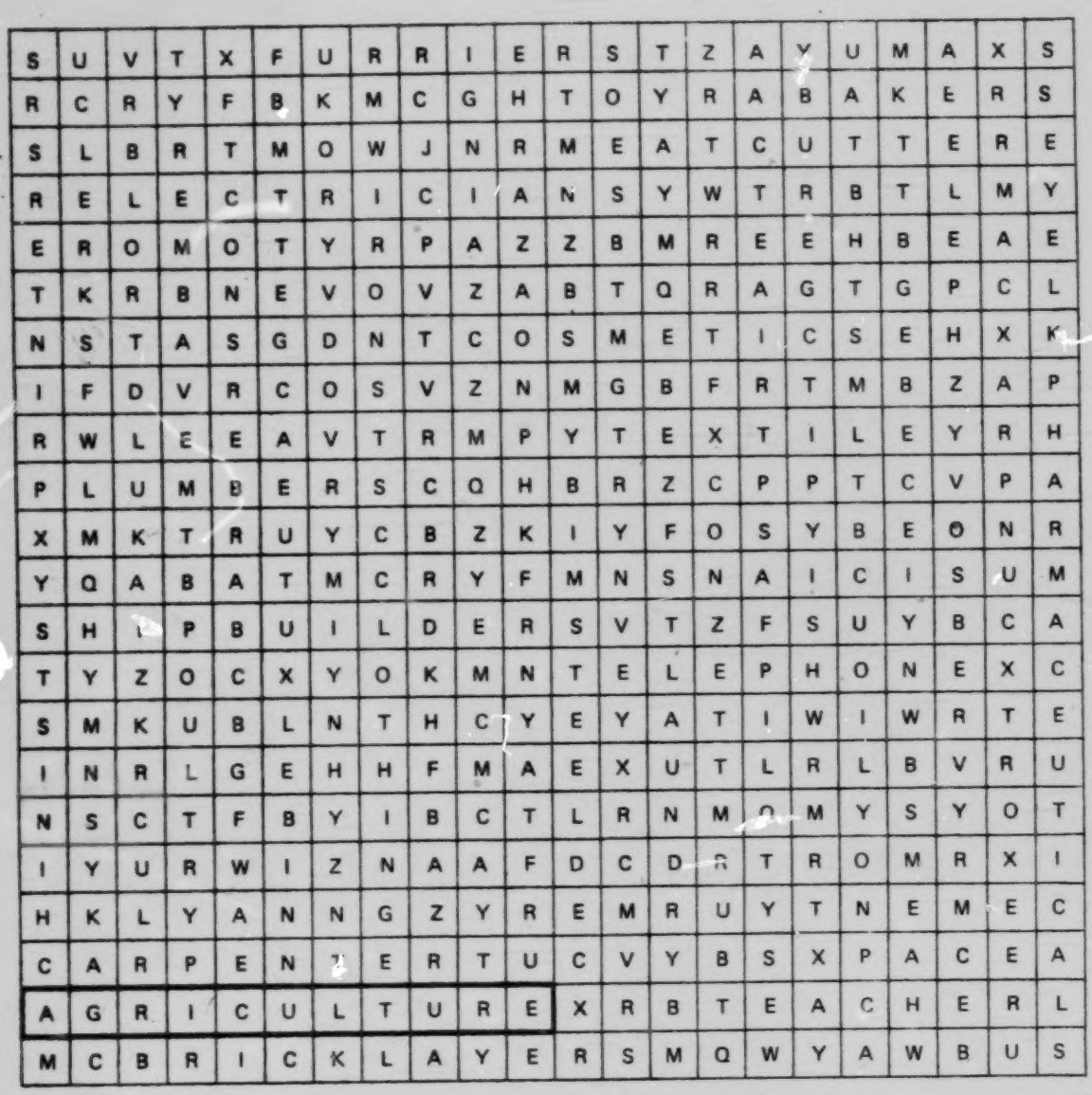
Unit Morse Code

Career Education Activities			Activity Evaluation/Comments
A .-	K -.-	U ..-	
B -...	L .-..	V ...-	
C -.-.	M --	W .--	
D -..	N -.	X -..-	
E .	O ---	Y -.--	
F ..-.	P ---	Z --..	
G --.	Q --.-		
H	R .-.		
I ..	S ...		
J .---	T -		

S.L.D. CLASSES

M		S		N												R
		P		U			I		G							
																F
H				S			E		M				L			
															H	
					F											E
C		S			T				G			T			R	
							O									A
					W			D			G					
			P												C	
													A		U	
											R					N
		P	R			T			G						T	
													I		U	
			E				T	R				C				
													T			

Fill in names of Career Study Courses offered at the Washington County Career Studies Center. Some of the letters have already been filled in. Use the free descriptive brochures as a guide.

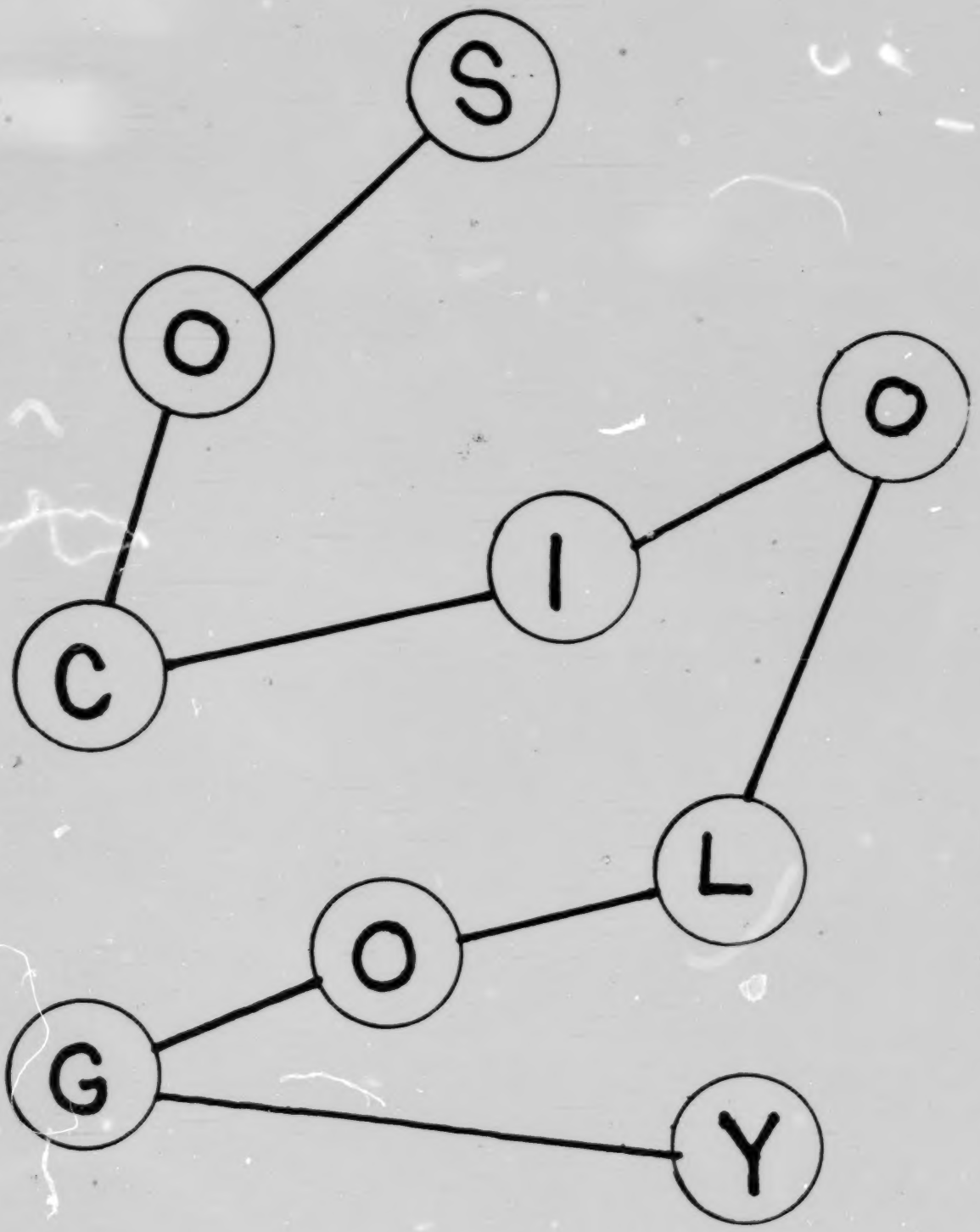


S	U	V	T	X	F	U	R	R	I	E	R	S	T	Z	A	Y	U	M	A	X	S
R	C	R	Y	F	B	K	M	C	G	H	T	O	Y	R	A	B	A	K	E	R	S
S	L	B	R	T	M	O	W	J	N	R	M	E	A	T	C	U	T	T	E	R	E
R	E	L	E	C	T	R	I	C	I	A	N	S	Y	W	T	R	B	T	L	M	Y
E	R	O	M	O	T	Y	R	P	A	Z	Z	B	M	R	E	E	H	B	E	A	E
T	K	R	B	N	E	V	O	V	Z	A	B	T	Q	R	A	G	T	G	P	C	L
N	S	T	A	S	G	D	N	T	C	O	S	M	E	T	I	C	S	E	H	X	K
I	F	D	V	R	C	O	S	V	Z	N	M	G	B	F	R	T	M	B	Z	A	P
R	W	L	E	E	A	V	T	R	M	P	Y	T	E	X	T	I	L	E	Y	R	H
P	L	U	M	B	E	R	S	C	Q	H	B	R	Z	C	P	P	T	C	V	P	A
X	M	K	T	R	U	Y	C	B	Z	K	I	Y	F	O	S	Y	B	E	O	N	R
Y	Q	A	B	A	T	M	C	R	Y	F	M	N	S	N	A	I	C	I	S	U	M
S	H	I	P	B	U	I	L	D	E	R	S	V	T	Z	F	S	U	Y	B	C	A
T	Y	Z	O	C	X	Y	O	K	M	N	T	E	L	E	P	H	O	N	E	X	C
S	M	K	U	B	L	N	T	H	C	Y	E	Y	A	T	I	W	I	W	R	T	E
I	N	R	L	G	E	H	H	F	M	A	E	X	U	T	L	R	L	B	V	R	U
N	S	C	T	F	B	Y	I	B	C	T	L	R	N	M	O	M	Y	S	Y	O	T
I	Y	U	R	W	I	Z	N	A	A	F	D	C	D	R	T	R	O	M	R	X	I
H	K	L	Y	A	N	N	G	Z	Y	R	E	M	R	U	Y	T	N	E	M	E	C
C	A	R	P	E	N	T	E	R	T	U	C	V	Y	B	S	X	P	A	C	E	A
A	G	R	I	C	U	L	T	U	R	E	X	R	B	T	E	A	C	H	E	R	L
M	C	B	R	I	C	K	L	A	Y	E	R	S	M	Q	W	Y	A	W	B	U	S

1. Agriculture
2. Bakers
3. Barbers
4. Bricklayers
5. Carpenters
6. Cement
7. Clerks
8. Clothing
9. Cosmetics
10. Electricians
11. Fire fighters
12. Furriers
13. Iron
14. Laundry
15. Machinists
16. Meat cutters
17. Musicians
18. Oil
19. Pharmaceuticals
20. Pilot
21. Plumbers
22. Poultry
23. Printers
24. Shipbuilders
25. Steel
26. Subway
27. Teacher
28. Telephone
29. Textile
30. Toys

DIRECTIONS

Have the students draw a line around the occupations on the puzzle. The answers can be found from the list on the bottom of the page.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SOCIOLOGY

Basic Concepts:

1. Social systems are affected by the availability of natural resources.
2. The values (desires, needs and others) of interacting groups will influence the development of social systems.
3. Urbanization is the result of man's need for security and a higher standard of living.
4. Individuals and groups are interdependent within a social system.
5. Varying degrees of social change exist within a social system.

UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments
ASSEMBLY LINE (GROUP PROJECT)- Give students the task of producing a booklet about occupations in their area. Tell them that if they organize properly the task will be much easier. Ask for ideas and express some of your own. The SPARK (handbook for teachers) by Mary M. Roy, suggests the following procedure. Eleven jobs will be necessary to complete the task 1. Page counter-ten pages to each book 2. A numberer-to place numbers on each page 3. A gluer-to glue pictures on the front page 4. A stacker-to straighten pages 5. A cover folder-to fold cardboard 6. An arranger-to put pages inside the cover 7. A puncher-to punch holes through the book 8. A fastener-to put paper fasterners in the holes 9. A clincher-to fasten the fastener tight 10. A titler-to letter the name on the outside of the book 11. A book stacker-to stack finished books in even stacks Jobs could be added in order to use more children, Assembly lines could be in operation at the same time. A possible arrangement for the line might be as follows. The numbers correspond with the job descriptions discussed earlier. The booklets could center around any subject area and the item manufactured need not always be in a booklet. FIELD TRIP - Take the class on a field trip to a local industry where the assembly line technique is used in manufacturing a product. The children could compare this process to the one created within the room.	

UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments
LEARNING CENTER - "Economics in the Middle Ages " "Guilds in the Middle Ages" PURPOSES - 1. Do research about the Middle Ages 2. To learn how to form an imaginary guild 3. To infer that all work involves the production of either goods or services RESOURCE MATERIALS - Reference books concerning Middle Ages IMAGINATION! PUPIL DIRECTIONS - ACTIVITY ONE 1. Men who worked at a trade in the towns were known as craftsmen. Many people could not read, so signs told what business a person had. Research about guilds. Use books at the center. 2. List types of businesses you read about. 3. What were the purposes of guilds? 4. What did members of the craft guilds value? State your evidence.	

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UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments

5. Draw two signs of the craftsmen. Choose from baker, butcher, carpenter, weaver, candle maker, or one of your ideas. Use your own paper for the signs.

ACTIVITY TWO

People in the same trade often set up shops on the same street, and then named the section for the business: Bread Street.

1. Name the businesses on :
   a. Candlewick Avenue -
   b. Horseshoe Street -
   c. Ironmonger's Lane -
   d. Wagon Wheel Road -
   e. Weaver's Way -
   f. Potters Wheel Place -
2. Craftsmen used their trade names to identify themselves: John the Baker became John Baker. List <u>five</u> more examples below:
   a.
   b.
   c.
   d.
   e.

ACTIVITY THREE

1. As a teen-ager in the Middle Ages, what trade would you have chosen to learn? Why?

UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments
ACTIVITY THREE (cont'd) 2. Tell what these terms would mean to you in relation to your progress: a. apprentice - b. journeymen - c. master - ACTIVITY FOUR: 1. Form a guild with others in your chosen trade. Set up rules and write them below: 2. Design a symbol to hang at the entrance. 3. Explain the purpose and work of your guild. Evaluation - See your teacher for a conference. ROLE PLAY - Children can choose specific merchants or craft quilds and enact scenes of buying and selling. Hold a Medieval Fair. See Grade Teacher - September 1969.	

UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments
RESOURCE BOOKS - Students can complete a notebook or scrapbook about a selected job.	
LEARNING CENTER - Pupils can design a learning center or bulletin board about specific jobs.	
GAME - Have children form groups to play "What's My Job?" Follow rules of "What's My Line?"	
POSTERS - Design posters to advertise jobs.	

UNIT: Sociology

CONCEPT: Social systems are affected by the availability of natural resources.

Career Education Activity	Activity Evaluation/Comments
INVENTION - Have the student establish a problem that would indicate the need for a new product to be invented.(i.e. The Better Mouse Trap, an improved egg carton, a noiseless alarm clock) Have them design the new product. with blue prints and composite drawings. Encourage them to be thorough. When they have completed planning they should build their new invention. So that students know that they may be limited in resources,you may wish to establish the exact materials and amount of materials that can be used. Once some inventions have been created and constructed a contest may be held to determine the most effective machine for the test it was originally intended to implement. Students should be told to base their evaluation on design, simplicity, practicality, usefulness,safety. Students should be given direction and should be encouraged to make intelligent decisions based on the previously mentioned criteria. A certificate or reward may be offered by the class for the rights of using the invention. A patent should be issued by the class to the individual who wins. The class might then make plans to mass produce the object so that each member could elect to purchase the item for his own use. Since the class is now in possession of the rights to the item they must establish the sale value and sell the item. They must figure out the jobs to be filled to get the item made. These jobs might include salesmen, labor, management, advertising. The class may elect to then put their plan into effect.	

UNIT: **Sociology**

CONCEPT: **Social systems are affected by the availability of natural resources.**

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Write a letter to the Peace Corp Headquarters, Washington, D.C. Investigate the role of a Peace Corps worker. LETTER WRITING - Imagine that you are a Peace Corps worker helping farmers in the foreign country of your choice. Write a letter to your family discussing your new life in that community. Include information about the following topics: 1. Type of house you live in 2. Your daily activities 3. Problems you might face 4. Problems faced by the farmers in the village, and how you are helping to solve them RESEARCH - Prepare a report about major crops in this community. This report should answer the following questions: 1. What special conditions, if any, are necessary for growing the crops? 2. How are these crops planted, cultivated, and harvested? 3. In what geographical area are these crops grown? 4. Correlate your report with visuals. Suggestions: posters, charts, transparencies, mural 5. Draw a mural to depict life in this community. Suggested Media: Chalk, charcoal, tempera, magic markers, tissue paper, oil pastels, crayons, construction paper RESEARCH - Look for articles about the country in newspapers and magazines. Discuss these articles and try to determine why the events reported are important not only to this country but also to the rest of the world. Construct a class scrapbook about your country. MAPS - Design a salt map to show the country's resources and industries. How do the resources of the country influence its industries? TRANSPARENCIES - Draw a chart or map on an acetate sheet illustrating the country's resources and industries. Discuss your transparency with class members.	

UNIT: Sociology

CONCEPT: Social systems are affected by the availability of natural resources.

Career Education Activity	Activity Evaluation/Comments

RESEARCH - CHART - Using any recent invention, such as a "Vegamatic", Sani-pour, digital thermometer and others, chart or discuss all the different types of jobs that were required to manufacture and deliver the item to the consumer.

"Vegamatic"

Acquiring Raw Materials	Manufacture	Sales	Shipping, Truck Driver, others	Retail	Advertising

RESEARCH - Divide class into groups and do in-depth studies on individual jobs or on groups of jobs that were previously discussed in activity one. Children may want to do independent research.

UNIT: Sociology

CONCEPT: Social systems are affected by the availability of natural resources.

Career Education Activity	Activity Evaluation/Comments
MODELS - (MACHINES) - Design and construct a cotton-spinning machine. Prepare a written resume of the inventor of this machine, James Hargreaves.	
LEARNING DISPLAY - Create a display center entitled "Industrial Inventions." Include such things as pictures or products like: household appliances, textiles, furniture, foods, telephone, telegraph, and others.	
MODEL CITIES - Design two cities. One prior to the industrial revolution and one following the revolution. Prepare a brief resume of this period to show comparison and contrasts of design, structure, and products.	
FESTIVAL - Plan and execute an "Occupations Jamboree".	
COMMUNITY RESOURCE PERSONNEL - Locate people from the local community who are involved in various occupations. Invite them to the school and have them demonstrate their product, craft, or job.	
ROLE PLAY - In the role of a woodcarver, design and construct a chess game.	
CREATIVE WRITING - Have students write an essay or just discuss the importance of the automobile in their lives. Have them base their stories on not having a car and the effect it would have on their families.	
ART - Design some "tomb" drawings showing people plowing and harvesting wheat, indicating the Egyptian dependence on agriculture.	
ORAL DISCUSSION - Have the students discuss the problems of living day-to-day without modern electrical appliances. Have the students list all electrical appliances that they come in contact with on a given day.	

UNIT: Sociology

CONCEPT: Social systems are affected by the availability of natural resources.

Career Education Activity	Activity Evaluation/Comments
POSTER - Design a "poster" entitled From "Food-Gatherer to Food-Grower." Include the following evidence of man's new skills: Skills with Plants: planting seeds planting cuttings harvesting Skills with animals: taming them (and using for food) training them to pull loads (inventing a harness or yoke.) making yarn and clothing from wool ARTS and CRAFTS - Create a set of tools out of clay or wood that would resemble those made by cave men. Make silk screen paintings focusing the jobs of the cavemen. Construct a mosaic depicting a victory feast. (in Mesapotamia) Design some sand plaster castings depicting various aspects of the Mesopotamian culture. ROLE PLAY - Have students participate in "The Big Dig" activity. See enclosed sheet. GROUP DISCUSSION - Hold pupil - teacher discussions with evaluation of role playing. Include questions such as : a. How can you discover how cities began? b. What evidence do you have that cities existed? c. What have you decided about these people? Did they farm? d. Can you tell anything about the roles of the members of this group? e. Can you hypothesize in what ways people might have been interdependent? f. Do you think there might have been social classes? Why?	

THE BIG DIG

Instructions:

You are a member of an archaeological expedition that has discovered a mound with ruins left by people who lived thousands of years ago. Having selected or been assigned a specific role, choose one item that corresponds with your assigned role, and be ready to explain what it tells about this culture.

Example: Minister - a Bible

_____ Stone for grinding corn

_____ Statue of a goddess

_____ Wall painting of a bricklayer and a tool-maker

_____ Pottery bowls

_____ A citadel

_____ Bones of sheep and oxen

_____ Wooden Flute

_____ Ball

_____ Bows and arrows

_____ Tomb drawings of people plowing

_____ Clay figurines

_____ Flint tools

Pupils can select or be assigned the following roles for this role-playing activity:

1. Archeologist
2. Farmer
3. City Planner
4. Architect
5. Minister
6. Artist
7. Musician
8. Athlete

UNIT: Sociology

CONCEPT: Urbanization is the result of man's need for security and a higher standard of living.

Career Education Activity	Activity Evaluation/Comments
ARTS AND CRAFTS - 1. Design two cities – one of the cavemen, one of today. a. Show types of buildings (factories, farms, skyscrapers, houses, shopping center.) b. Depict the kinds of tools, arts, crafts, paintings, and others, that were/or are a part of these cities. Materials: beans, seeds, rice, sunflower seeds, buttons, and poster board. 2. Design a cave painting in the form of a mural. a. Include: illustrations of people involved in the various occupations such as craftsmen, architect, city planner, farmer, draftsmen, construction worker, priests, merchants, musicians, military, and animals. b. Design a painting that will show the occupations of people in a modern society. Compare the two paintings. Note: Be sure to include as many different kinds of occupations as possible. 3. Create a learning resource station. Include: a. Paintings and sculpture of ancient civilizations of the Near East and paintings and sculpture of today. Compare the two groups. b. Paintings and sculpture of Western Europe, compare these with those of America. GROUP DISCUSSION - Show students a picture of a Modern industrial city. Ask students what they see in the picture. Answers may include buildings, cars, people. Ask students to determine what might be going on in the buildings. Ask students what different type of jobs might be going on in the buildings. What geographical reasons can you see for such a large industrial city being built here? How do you suppose the people and industries first were drawn to their town? BAR GRAPH - Assume the role of a graphic artist. Design a bar graph or chart to show how Americans are moving from farms to cities and from cities to suburban areas.	145

UNIT: Sociology

CONCEPT: Urbanization is the result of man's need for security and a higher standard of living.

Career Education Activity	Activity Evaluation/Comments
LETTER WRITING - Have students or groups of students draft letters to communities that have recently been planned (i.e. Reston, Virginia; Columbia, Maryland; Seward's Success, Alaska.) A letter written to their city government offices with attention to the Planning Offices would be an excellent Language Arts experience and may also yield valuable information about city planning. RESOURCE PERSON - Invite the City Planner, City Engineer Architect, or any other person involved in city planning or construction as resource person to discuss his position and to relate some of the jobs of people involved in local planning. Prepare students so that they will have questions concerning local problems that they have observed. ROLE PLAY - Have small groups of students assume the roles of various people involved in city planning (i.e. Architect, City Planner, City Engineer, or Civil Engineer, Draftsman, Construction Worker, and others.) Have the committee draw up a plan and construct a model scale city using any material available. Have them incorporate ideas discussed during preliminary planning session. Upon completion of the project have each person explain the rationals of planning from the position of the role he or she had previously assumed. MAP STUDY - Have students study maps from a city that was planned such as Columbia or Reston to a virtually unplanned city such as Baltimore or even Hagerstown Have the students compare the two and list advantages and disadvantages of planning.	

UNIT: Sociology

CONCEPT: Urbanization is the result of man's need for security and a higher standard of living.

Career Education Activity	Activity Evaluation/Comments
UTILIZATION OF NEWSPAPER - Supply a newspaper to each student and have him search through the paper (mainly job wanted ads) for any occupation that is available in the area. Divide the jobs into categories such as those that call for experience, those that require special education or training, and those that are available for the unskilled and inexperienced people. Be sure that children record hours and salary. Have students compile this material over a period of time. (a few days) Be sure that the children take the time to carefully analyze their lists so that they will recognize the variety of jobs available. Use the children's lists to stimulate thought for a discussion. Ask children if they can hypothesize any reasons for so many young people leaving the rural setting to come live in the city. BULLETIN BOARD - Make a bulletin board using the data accumulated from the lists under activity one. A suggestion might be to use a clock face and list jobs on the face along with training requirements needed to acquire such a position as specified by the newspaper.	

UNIT: Sociology

CONCEPT: Values (desires, needs) of interacting groups will influence the development of social systems.

Career Education Activity	Activity Evaluation/Comments

RESEARCH - Compile a wide and varied list of vocations. Design a rating scale for each vocation according to desirability. Submit this list to city dwellers and members of the rural community. Compare the differences.

EXPECTED OUTCOME - Differences in values according to vocations.

OCCUPATION OPINION SURVEY - Given this scrambled list of occupations, have students ask three adults to rank them according to this question: Which of these would you most want to be if you could change your occupation or become involved in an occupation?

Priest	Businessman	Farmer
Teacher	Store-owner	House servant
Army Officer	Craftsman (carpenter, plumber, mechanic)	
Political Leader (Governor, Senator)		Doctor
Street cleaner	Nurse	Lawyer

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UNIT: Sociology

CONCEPT: Varying degrees of social change exist within a social system.

Career Education Activity	Activity Evaluation/Comments
RESEARCH - Develop two small groups to do research. Have one group find as much information as they can to explain the reasons for trade Guilds developing during the Medieval Period. Suggested references may include the text, reference books and films. Have the other group research the purposes and policies of the modern day union and compare the two groups. RESOURCE PERSON - Invite a resource person from a local union or professional associate to discuss the aspects of these type organizations in influencing present day life. PANEL DISCUSSION - Have a panel discussion to contrast the trade guild to the union and how these purposes have changed. MURAL - Design a mural to depict how careers have changed in your community from 1900-1974.	

UNIT: Sociology

CONCEPT: Social systems are affected by the availability of natural resources.

Career Education Activity	Activity Evaluation/Comments
During a study of the Middle Ages, pupils can assume the following roles while completing these activities: ROLE PLAY - Cartographer - make a salt map to show trade in Europe 1200 A.D. Architect - construct a model or diorama of a Medieval town. Draw plans and build a model of a castle. Label parts of the castle. Author - write an imaginary diary about daily life in a Medieval town. Artisan - design medieval weapons.	

UNIT: Sociology

CONCEPT: Individuals and groups are interdependent within a social system.

Career Education Activity	Activity Evaluation/Comments
1. Play the game "Metropoly." A sample game board and directions are given on the following pages. There are sheets provided which can be used for duplicating the "Conflict" and "Prosperity" cards which are necessary to play the game.	

METROPOLY

Directions:

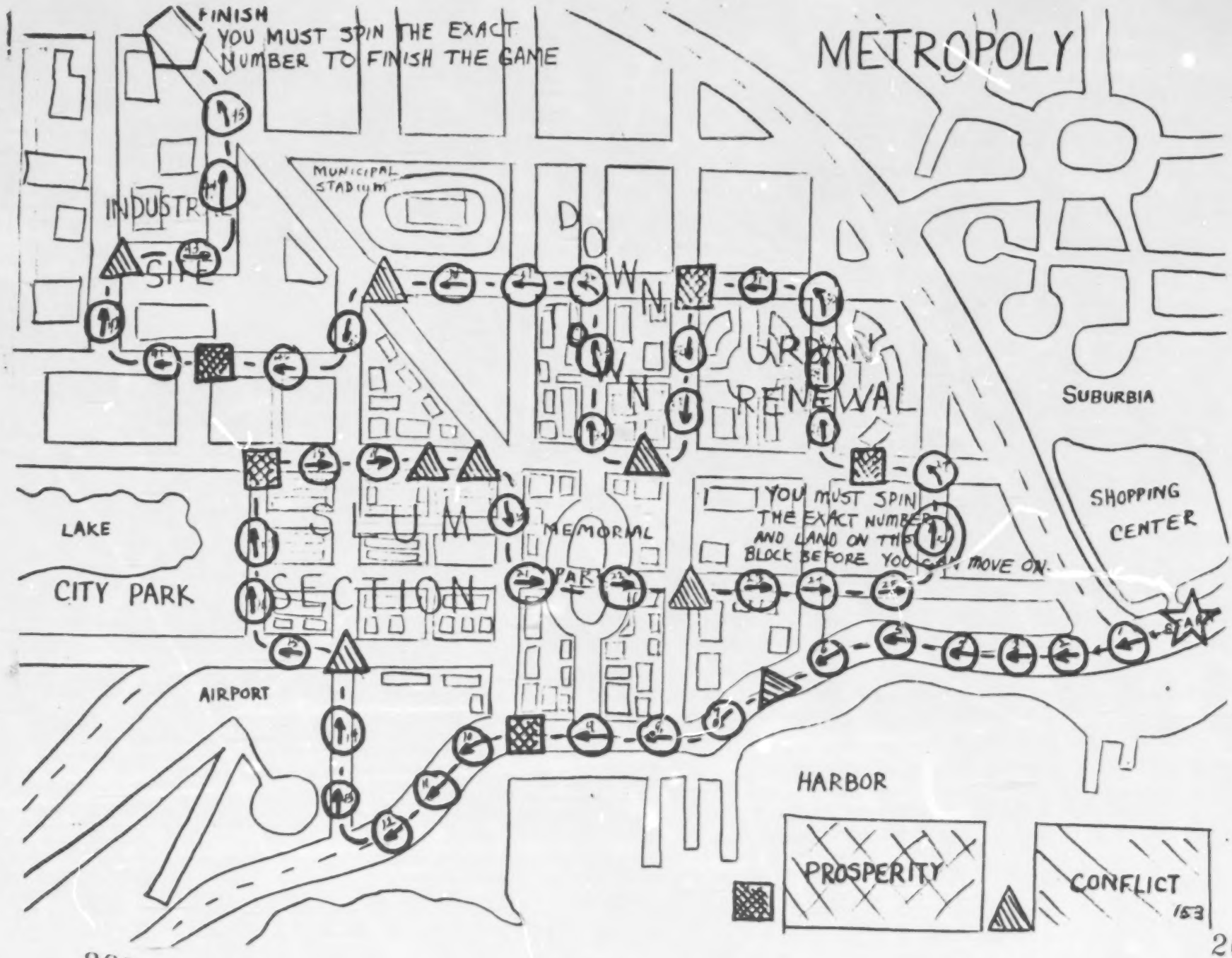
1. Each player should choose a token forthe game. This game is played best by 2 - 4 people.

2. To start the game each player should spin the spinner. The person who spins the highest number begins the game. Should a tie occur, the procedure should be repeated until the order of play is established.

3. Player number one should spin the spinner and move the number of spaces shown on the spinner. This step should be repeated by the other players in turn.

4. Should any player land on a Prosperity or Conflict Block, that player must take one of the corresponding cards and follow the directions on that card.

5. The player who first completes the course is the winner of the game.


FINISH
YOU MUST SPIN THE EXACT NUMBER TO FINISH THE GAME
METROPOLY
MUNICIPAL STADIUM
INDUSTRIAL SITE
DOWN TOWN URBAN RENEWAL
SUBURBIA
SHOPPING CENTER
LAKE
CITY PARK
SLUM SECTION
MEMORIAL PARK
YOU MUST SPIN THE EXACT NUMBER AND LAND ON THIS BLOCK BEFORE YOU CAN MOVE ON.
START
AIRPORT
HARBOR
PROSPERITY
CONFLICT
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New industry coming to town Go forward three spaces	Dock strike settled Go forward four spaces
New housing project open Take another turn	New convention center open Go forward three spaces
Free coffee and doughnuts to downtown shoppers Go forward one space	Police report that percent of crime has lowered Go forward five spaces
Underground lines installed Go forward two spaces	Additional federal funds available for the city Go forward four spaces

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

Department stores closed for inventory Go forward two spaces	New bridge is open. Don't get your feet wet. Go forward two spaces.
Policeman controlling broken stoplight. Go forward two spaces	Downtown fire is under control Go forward five spaces
Equipment blicking the street has been removed Take another turn	Trailers are rerouted Go forward three spaces
Airport traffic proceeding normally. Go forward three spaces	Airport reopens after strike Go forward three spaces

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

Slum clearance beginning Go forward one space	No accidents have been reported Go forward two spaces
Water treatment plant open Take another turn	Traffic moving smoothly Go forward two spaces
Highway repairs completed Go forward four spaces	Free parking downtown today Go forward on space
Ship's cargos have been unloaded Go forward two spaces	Water main replaced Go forward two spaces

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

PROSPERITY

Heavy airport traffic Go back four spaces.	Ambulance enroute to hospital. Go back one space
Parade in progress Lose a turn	Extensive movements of trucks from harbor. Remain here
Airport closed-inclement weather Back up five spaces	Shift changes at local factory Return to station vacated.
Highway under repair lose a turn	Band Concert in Memorial Park Return to harbor area.

CONFLICT

CONFLICT

CONFLICT

CONFLICT

CONFLICT

CONFLICT

CONFLICT

CONFLICT

Heavy equipment blocking street Go back one space.	Dedication Ceremony for opening of new bridge. Go back three spaces.
Telephone lines being relocated Go back two spaces.	Fire in downtown area. Lose a turn.
Slow traffic movement due to heavy fog. Lose a turn.	Trailer overturned on Main St. Back up three spaces.
Building materials being unloaded. Go back two spaces.	Explosion at factory. Return to starting point.

CONFLICT

CONFLICT

CONFLICT

CONFLICT

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CONFLICT

CONFLICT

CONFLICT

Water main bursted. Go backwards one space.	Fuel Shortage Lose two turns.
Garbage employees on strike. Go backwards two spaces.	Disturbance on Main Street Return to area you vacated.
Minor automobile accident retreat one space	Rush hour traffic Go back three spaces
Legal Holiday reverse two spaces.	Building being demolished. Detour, go back two spaces.

CONFLICT

CONFLICT

CONFLICT

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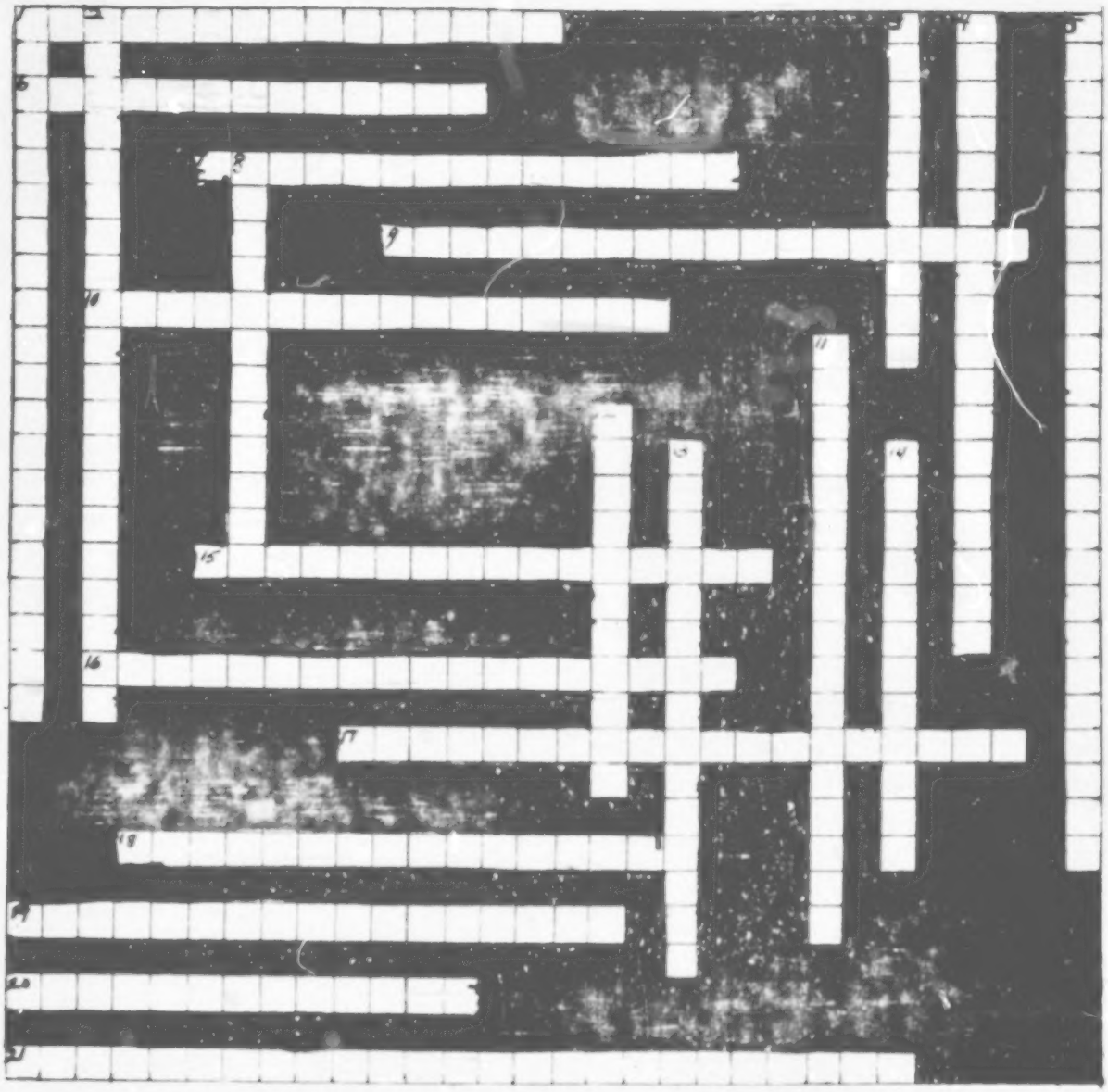
CONFLICT

SOCIOLOGY AND PSYCHOLOGY CROSSWORD PUZZLE



SOCIOLOGY AND PSYCHOLOGY CROSSWORD

Down

1. specializes in research on the effects of physical environment on distribution of people
2. diagnoses mental and emotional disorders of individuals and administers programs of treatment in a clinical setting
3. specializes in research on punishment for crime and control and prevention of crime
4. specializes in casework in the schools
5. plans, designs, conducts, and analyzes results of experiments to study problems in human and animal behavior
8. a worker performing social service functions in a public social welfare agency or department
11. organizes and develops activities designed to help individuals accomplish group projects
12. conducts research into origin and development of groups of human beings and patterns of culture and social organization.
13. attends to social, business, and personal affairs of
14. studies, diagnose and treats disease and disorders of the mind

Across

1. works with individuals and groups of social workers as an advisor
6. specializes in research on relationship between criminal law and the social order and in causes of crime
7. assists mentally ill patients, working under direction of nursing and medical staff
9. investigates psychologist aspects of human interrelationships to gain understanding of individual and group thought
10. engages in activities related to probation of juvenile or adult offenders
15. studies group behavior and social patterns that develop and maintain cities
16. diagnoses needs of gifted, handicapped and disturbed children within educational system or school
17. aids patients and their families with mental problems resulting from physical illness and assures them proper medical care
18. specializes in research on rural communities in contrast with urban conditions and the specific differences in social and cultural patterns
19. researches the social problems rooted in the failure of a society to achieve its purposes, such as poverty and racial discrimination
20. engages in activities related to conditional release of juvenile and adult offenders
21. investigates problems concerning growth and development of emotional, mental, physical, and social aspects of individuals

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WORD KEY

Clinical Psychologist
Criminologist
Developmental Psychologist
Experimental Psychologist
Medical Social Worker
Parole Officer
Penologist
Probation Officer
Psychiatric Aid
Psychiatrist
Rural Sociologist
School Psychologist
School Social Worker
Social Ecologist
Social Group Worker
Social Pathologist
Social Psychologist
Social Secretary
Social Worker
Social Worker Consultant
Sociologist
Urban Sociologist

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SOCIOLOGY AND PSYCHOLOGY CROSSWORD
(Answer Key)

1. Social Work Consultant
2. Clinical Psychologist
3. Penologist
4. School Social Worker
5. Experimental Psychologist
8. Social Worker
11. Social Group Worker
12. Sociologist
13. Social Secretary
14. Psychiatrist

1. Social Ecologist
6. Criminologist
7. Psychiatric Aid
9. Social Psychologist
10. Probation Officer
15. Urban Sociologist
16. School Psychologist
17. Medical Social Worker
18. Rural Sociologist
19. Social Pathologist
20. Parole Officer
21. Developmental Psychologist

SUGGESTED CAREER ACTIVITIES

1. Maps
2. Television Talk Show
3. Word Scrambled Games
4. Matrix (using content from subject area)
5. Scrambled Book (based on conceptual approach to content)
6. Posters, Charts, Graphs
7. Gravity Response System
8. Filmstrip (pictures, content matter)
9. Role Plays
10. Games
11. Student - designed tests and evaluations
12. Dioramas
13. Mobiles, Stabiles (pictures based on content)
14. Cartoon Drawings
15. Murals (depicting events, ideas, activities or a theme)
16. Simulation games
17. Art gallery of pictures based on concept related to a theme
18. Learning centers
19. Electric boards
20. Bulletin boards
21. Tape Recordings
22. Newspaper study